



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, August 10, 2017

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Tele: 317-464-4400 | Fax: 317-464-4410

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INDIANA COMMISSION *for*
HIGHER EDUCATION

**AUGUST COMMISSION MEETING
AGENDA**

Wednesday, August 9, 2017

INDIANA UNIVERSITY SOUTHEAST

4201 Grant Line Road

New Albany, IN 47150

Parking available in Lot #5

STUDENT SUCCESS AND COMPLETION COMMITTEE MEETING

2:00 P.M. – 3:30 P.M.

Stem Stage, Ogle Center

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

CAMPUS TOUR

3:45 P.M. – 5:30 P.M.

Depart from Ogle Center

Remarks

Dr. Ray Wallace, Chancellor

Dr. Uric Dufrene, Executive Vice Chancellor

RECEPTION AND DINNER

5:45 P.M. – 8:00 P.M.

Hoosier Room, University Center North

HOTEL ACCOMMODATIONS

Sheraton Louisville Riverside Hotel

700 West Riverside Drive

Jeffersonville, IN 47130

All events take place on EASTERN TIME

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • www.che.in.gov

Thursday, August 10, 2017

COMMISSION MEETING

Indiana University Southeast
Ogle Center
4201 Grant Line Road
New Albany, IN 47150
Parking available in Lot #5

COMMISSION MEMBER BREAKFAST

8:00 A.M. – 9:00 A.M.
OG169, Ogle Center

Breakfast Guest

Dana Wavle, Vice Chancellor
Betty Russo, Vice Chancellor
Dr. Melissa Fry, Associate Professor

STAFF BREAKFAST

8:00 A.M. – 9:00 A.M.
Robinson Theater, Ogle Center

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Stem Stage, Ogle Center

CALL IN INFORMATION:

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PIN: 230295#

WORKING SESSION TOPICS

- E-Transcript Initiatives
 - Tari Lambert, TransferIN
 - Brad Hostetler, Ball State University
- Transfer Data Supplement and Reverse Transfer Study
- Purdue NewU
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

OG169, Ogle Center

Lunch Guests

Amanda Stonecipher, Vice Chancellor

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Robinson Theater, Ogle Center

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Stem Stage, Ogle Center

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

I.	Call to Order – 1:00 P.M. (EASTERN TIME)	
	Roll Call of Members and Determination of Quorum	
	Chair’s Remarks	
	Officer Slate for 2017-2018	
	Commissioner’s Report	
	Consideration of the Minutes of the June 8, 2017 Commission Meeting	1
II.	Public Square	
	A. Transcript Supplements That Document Experiential and Applied Learning	5
	1. Mary Beth Myers, IUPUI	
	2. Matt Pittinsky, Ph.D, Parchment	
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	1. Doctor of Education in Educational Leadership to be offered by University of Southern Indiana	31
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D. Academic Degree Programs for Expedited Action	69
1. Master of Public Administration to be offered at Indiana University East	
2. Bachelor of Science in Sport and Recreation Management to be offered by Indiana University Kokomo	
3. Associate of Science in Chemistry to be offered by Ivy Tech Community College	
4. Associate of Science in Biology to be offered by Ivy Tech Community College	
5. Bachelor of Science in Cyber and Security Studies to be offered by Indiana State University	
E. Capital Projects for Full Discussion	
1. Indiana University-Bloomington – Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the establishment of a Regional Academic Health Center/Academic Health Sciences Building	75
2. Indiana University Bloomington – Golf Course Renovation.....	91
3. Ball State University – New North Residential Neighborhood – Phase I	105
F. Capital Projects for Expedited Action	125
1. Indiana University-Purdue University-Indianapolis – Primary Care Center Renovation	
2. Indiana University-East, Kokomo, Northwest, and Southeast – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance	
3. Indiana University-Fort Wayne – Fort Wayne Health Sciences	
4. Vincennes University – Davis Hall and Business Building Renovation	
5. Indiana University Bloomington – Old Crescent Renovation – Phase III	
6. Ivy Tech Community College – Kokomo Renovation and Addition	
7. Ivy Tech Community College – Muncie Renovation and Addition	

IV. Information Items

A. Academic Degree Programs Awaiting Action.....	129
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C. Media Coverage.....	135

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **September 14, 2017, in Vincennes, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, June 8, 2017

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at the Indiana Commission for Higher Education – 1404 South U.S. 421, Westville, IN with Chairman Dan Peterson presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, John Conant, Jon Costas, Jud Fisher, Lisa Hershman, Allan Hubbard Chris LaMothe, Mika Mosier, Chris Murphy, Dan Peterson, John Popp, Alfonso Vidal, and Caren Whitehouse

Members Absent: Beverley Pitts

CHAIR'S REPORT

Chairman Peterson began his report stating I would like to thank Chancellor Keon and Purdue University Northwest for your hospitality last evening and for hosting our meeting today.

As John Conant's term on the Commission comes to a close, I want to make a few comments about his service to the Commission. John has been a tremendous contributor to the Commission, and we have a resolution honoring John for his service. I would like to ask Dennis to read it for us.

Additionally, Officers for the positions of Chair, Vice Chair and Secretary of the Commission are voted in each year in August. I have established a Nominating Committee of Commission members to meet and propose a Slate of Officers at our August meeting. More information about reappointments and the faculty member appointment will be shared soon.

R-17-04.1 RESOLVED: That the Commission for Higher Education hereby approve Resolution honoring John Conant (Motion – Murphy, second – Hubbard, unanimously approved)

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating I would like to add my thanks to those of the Chairman for President Daniels' overview and perspective on the Kaplan acquisition. Joining us this morning were key members of his team who have been working with our staff to provide information in response to questions and to help us in thoughtfully meeting our statutory charge. This work will continue leading up to our August meeting, and today helped frame our understanding and work plan.

While at Purdue, it's worth calling the University's ongoing commitment to keeping its tuition within their financial reach for more Hoosiers – bringing West Lafayette's tuition to just under \$10m000 (sixth consecutive year of frozen tuition rates). Also encouraging is that their budget calls for establishing a “banded” tuition range of 12-18 credits at Purdue Northwest and IPFW and following the Commission recommended increase of 1.4% at these campuses. By moving to banded tuition on these campuses, students will be incentivized to complete in four years.

The Commission's ongoing efforts to increase on-time completion are making a difference as you will see when Stacy presents the Completion report later in the agenda. Also, I point out an article that appeared late last month in Inside Higher Education that examined the effects of Indiana's 15 to Finish initiative. The independent study by Postsecondary Analytics found that our financial aid changes and the campaign have shown significant increases in on time completion (scholars 10.1% increase and over 5% average growth rate). Unlike the fear expressed by some that the requirement could impact students no such evidence was found.

Lumina's annual A Stronger Nation report was recently published as well. As you know, our 60% attainment goal has been informed by this report and our data analysis of workforce needs. As you know, attainment is not the same as completion – attainment measures the percentage of adults (between the ages of 15 to 64 that hold a quality degree or credential beyond high school). Our Completion Report focuses on college completion – the pipeline feeding into attainment. In the 2017 A Stronger Nation we saw our state average tick up a little to 41.1% from 40.9% in 2016. Our overall rate of educational attainment has increased by 7.7 percentage points since 2008. While we remain below the national average of 45.8%, we are making more progress with our younger adults and we're hopeful that our YCGB campaign and the Workforce Ready Grant will move these numbers. Only one county – Hamilton at 66.2% - has met or exceeded the 60% goal. Similar to our Completion Report, A Stronger Nation highlights progress made and challenges that remain in closing gaps linked to race and ethnicity.

The staff will be working throughout the summer months to meet new legislative mandates, including studies on Performance Funding, Ball State University's Indiana Academy for Science, Math and Humanities, Reverse Transfer, workforce alignment, and new procedures related to the distribution of financial aid.

CONSIDERATION OF THE MINUTES OF THE MAY, 2017 COMMISSION MEETING

R-17-04.2 RESOLVED: That the Commission for Higher Education hereby approve the Minutes of the February, 2017 regular meeting (Motion – LaMothe, second – Murphy, unanimously approved)

II. PUBLIC SQUARE

A. Paying for What We Value: Performance-Based Funding in Indiana

1. Martha L. Snyder, Director, HCM Strategists

Commissioner Lubbers and Mr. Chase facilitated this discussion.

III. BUSINESS ITEMS

A. College Completion Report Preview

Dr. Townsley presented this item.

B. Academic Degree Programs for Full Discussion

1. Bachelor of Science in Engineering to be offered by Indiana State University

President Bradley and Provost Licari presented this item.

Dr. Sauer provided the staff recommendation.

R-17-04.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background information provided in this agenda item. (Motion – Conant, second – Hubbard, unanimously approved)

C. Academic Degree Programs for Expedited Action

1. Bachelor of Architecture to be offered by Ball State University
2. Bachelor of Arts and Bachelor of Science in Applied Behavior Analysis (Autism) to be offered by Ball State University
3. Bachelor of Arts in Management and Human Organization to be offered by Indiana University Bloomington

R-17-04.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Costas, unanimously approved)

D. Capital Projects for Full Discussion

1. Indiana University Bloomington – Volleyball/Wrestling Indoor Arena

Dr. Tom Morrison presented this item. Mr. Chase provided the staff recommendation.

R-17-04.5 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Conant, second – Hubbard, unanimously approved)

1. Capital Projects for Expedited Discussion

1. Indiana University Bloomington – Metz Carillon Renovation and Relocation
2. Ivy Tech Community College – Terre Haute Precision Agriculture

R-17-04.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item. (Motion – Conant, second – Hubbard, unanimously approved)

2. Bilateral Reciprocity Agreements

1. Bilateral Reciprocity Agreement: Indiana - Kentucky

R-17-04.7 **RESOLVED:** That the Commission for Higher Education approves by consent the following Bilateral Reciprocity Agreement: Indiana - Kentucky in accordance with the background information provided in this agenda item. (Motion – Hubbard, second – Murphy, unanimously approved)

2. Bilateral Reciprocity Agreement: Indiana - Ohio

R-17-04.8 **RESOLVED:** That the Commission for Higher Education approves by consent the following Bilateral Reciprocity Agreement: Indiana - Ohio in accordance with the background information provided in this agenda item. (Motion – Bland, second – Whitehouse, unanimously approved)

3. Commission for Higher Education Fiscal Year 2018 Spending Plan

R-17-04.9 **RESOLVED:** That the Commission for Higher Education approves by consent the Commission for Higher Education Fiscal Year 2018 Spending Plan, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Vidal, unanimously approved)

IV. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Media Coverage
- D. Schedule of Upcoming Meetings of the Commission

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 3:40 P.M.

Dan Peterson, Chair

Caren Whitehouse, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

PUBLIC SQUARE:

Transcript Supplements That Document Experiential and Applied Learning

Background

As Indiana considers ways to take advantage of its mature, statutory Indiana e-Transcript Program, the Commission is in a position to benefit from university and industry leaders with relevant, state-of-the-art knowledge. This Public Square is intended to provide Commission members with an opportunity to hear from two of these leaders.

Note on Terminology. At present, there is no real consensus on how to characterize transcript-related information that goes beyond the conventional academic information found on standard high school and college transcripts. “Enhanced transcripts” is not favored by registrars, who emphasize the academic value of conventional transcripts within and between institutions, which needs to be preserved. “Co-curricular transcripts” places emphasis on all co-curricular activities, the learning content of which may be minimal in some cases. “Competency-based transcripts” are closely tied to competency-based education (CBE), which has a particular meaning in the context of financial aid requirements and how a curriculum is designed. “Comprehensive student record” suggests the inclusion of information that goes well beyond anything directly related to curricula or student learning.

For purposes of the Public Square, the term “transcript supplement documenting experiential and applied learning” is favored because it suggests something related to, but distinct from, a conventional transcript, while at the same time placing emphasis on learning that takes place outside the classroom, which is important to capture.

Supporting Documents

Mary Beth Myers Bio
Matt Pittinsky, Ph.D. Bio

Mary Beth Myers

Registrar

Indiana University-Purdue University Indianapolis

Mary Beth Myers began her career in the Registrar profession as a clerical/support team member in the Registrar's Office at Indiana University Bloomington. She had just completed her Bachelor's degree in Administrative Systems from the School of Business as a "non-traditional" student/wife/mother/full time IU employee. Mary Beth moved through the ranks at the IU Office of the Registrar to Associate Registrar. In August of 2004, she relocated to Indianapolis to become the Registrar at IUPUI. The Registrar is one of several offices that comprise the IUPUI Division of Enrollment Management.



Throughout her career, Mary Beth's passion has been service. She was a member of one of the earlier AACRAO Taskforces to re-write the FERPA Guide, served in IACRAO leadership roles and found great satisfaction in leading a wonderful group of colleagues in planning the 2013 Great Lakes conference (a joint annual meeting that occurs every three years including Indiana, Michigan, and Ohio) in Indianapolis. In Fall 2015, Mary Beth coordinated a Comprehensive Student Records (CSR) Project in partnership with AACRAO, NASPA and the Lumina Foundation on behalf of IUPUI.

Mary Beth has a Masters of Public Affairs and resides in Indianapolis with her husband Wes of 34 years. She is the very proud mother of three sons, three daughters-in-law and readily admits her greatest joy in life is spending time with her family...especially her four amazing grandchildren (Lily, Cameron, Cooper, Eli) and her dog, Lexie.

Matthew Pittinsky, Ph.D.

Chief Executive Officer

Parchment Inc.

Matthew Pittinsky's passion for education technology, as both an entrepreneur and an academic, has spanned more than two decades. As CEO of Parchment, he leads the company's mission to help turn credentials into opportunities by providing the most widely adopted platform for digital credentials, including transcripts, certificates and diplomas. Connecting learners, credential issuers and credential receivers -- spanning schools, universities, and employers -- Parchment's platform makes academic and professional credentials more efficient and insightful for admissions, employers and talent management. More than 80 percent of universities and thousands of employers and licensing boards use Parchment to collect and process academic credentials.



In 1997, Pittinsky co-founded Blackboard Inc., the most widely adopted online learning platform used by more than 20 million students and faculty, across more than 20,000 institutions in more than 70 countries. and one of the largest education technology companies in the world. Pittinsky served as Blackboard's co-founder and first CEO, transitioning to Executive Chairman in 1999. Prior to Blackboard, Pittinsky worked for two years as a management consultant in KPMG Consulting's higher education practice.

Pittinsky holds a B.S. in Political Science from American University, Ed.M. in Education Policy from Harvard University Graduate School of Education and a Ph.D. in Sociology of Education from Teachers College, Columbia University. In 2009, Pittinsky joined the sociology faculty at Arizona State University, where he continues to teach as a non tenure-track assistant research professor. Matthew and his wife Julie Renee Cohen live in Arizona with their three children.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM A:

**Resolution on Transcript Supplements To Document
Experiential and Applied Learning**

Staff Recommendation

That the Commission for Higher Education approve the attached Resolution on Transcript Supplements To Document Experiential and Applied Learning.

Background

The Indiana e-Transcript Program has now matured to the point that it provides a strong platform for documenting student experiential and applied learning, something consistent with the emphasis on competencies and careers found in *Reaching Higher, Delivering Value*.

Supporting Document

Resolution on Transcript Supplements To Document
Experiential and Applied Learning

Resolution on Transcript Supplements To Document Experiential and Applied Learning

August 10, 2017

WHEREAS, the Indiana e-Transcript Program celebrates its twelfth anniversary this month, with more than 239,000 transcripts sent using the Program in 2016 alone, bringing the total number of transcripts sent since 2005 to 1.2 million; and

WHEREAS, virtually all Indiana public high schools utilize the Program to send transcripts and are compliant with legislation passed in 2013 mandating a common high school transcript; and

WHEREAS, approximately 90 percent of public high schools are capable of sending their transcripts as XML data, thereby adding efficiency and effectiveness to the college admissions process, among other benefits; and

WHEREAS, the Indiana e-Transcript Program now provides an exceptionally strong foundation for initiating a statewide dialog about how to document student experiential and applied learning; and

WHEREAS, transcript supplements documenting student experiential and applied learning provide an opportunity to engage employers in identifying information about job applicants that is much more useful than the conventional transcript; and

WHEREAS, emphasizing experiential and applied learning can help focus student attention on pursuing activities that will pay off both in school and in the workplace; and

WHEREAS, experiential and applied learning supplements provide an opportunity for high schools and colleges to better demonstrate educational value by documenting what students have learned and applied outside the classroom; and

WHEREAS, documenting experiential and applied learning is consistent with the emphasis on competencies and careers reflected in *Reaching Higher, Delivering Value*;

NOW THEREFORE BE IT RESOLVED, that the Commission for Higher Education calls for accelerated development of common high school and college transcript supplements that provide a more complete picture of a student's knowledge and skills by documenting student experiential and applied learning.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM B:

Authorization of Purdue NewU as a State Affiliated Institution

Staff Recommendation

That the Commission for Higher Education authorize Purdue NewU (including under its official permanent name once one is selected) as a postsecondary SEI affiliated educational institution controlled by Purdue University, in accordance with the background discussion in this agenda item, which included a review of the programs and degrees offered, the legal structure, financial arrangements, and governance; and

That the Commission authorize Purdue NewU to offer all programs identified in Attachment 2, in accordance with the background discussion in this agenda item.

Background

At its June 8, 2017 meeting, the Commission for Higher Education received extensive testimony and accompanying documentation from Purdue University and Kaplan University about the proposed creation of Purdue NewU. Based on these and other discussions with the two universities, the staff recommendation is made with the following understandings.

State Affiliated Institution. HEA 1001, enacted during the 2017 session of the General Assembly, created a new category of institution: “postsecondary SEI [state educational institution] affiliated educational institution,” henceforth referred to simply as a “state affiliated institution” (see Attachment 1). By statute, such an institution:

- “Is organized as a public benefit corporation ... and controlled by a state educational institution;”
- “Is authorized under procedures approved by the executive officer of the commission;”
- “Is accredited by a recognized regional accrediting agency;” and
- “Has its debts and liabilities backed by the controlling state educational institution”

Purdue University seeks to launch the first state affiliated institution by causing its controlled affiliate, Purdue NewU, to acquire the institutional assets and operations of Kaplan University, which was re-accredited by the Higher Learning

Commission in 2016 for a full ten years, the longest possible term for re-accreditation.

Debts and Liabilities. Purdue University has stressed that no state appropriations will be used to back the “debts and liabilities” of Purdue NewU. This is consistent with the Indiana Code, which indicates that the state affiliated institution must be backed by resources of the controlling state institution “consisting solely of eligible property.” IC 21-27-10-4 defines “eligible property” as “any property received by the board of trustees of a state educational institution, other than: (1) state appropriations; or (2) other public money received through another state educational institution, a state agency, or a local government entity.” Purdue University has ample “eligible property” to back Purdue NewU.

University Name. Although Purdue NewU was incorporated in April 2017, its official permanent name has not yet been selected. The Commission understands that the board of trustees of Purdue NewU, which consists of five of the current trustees of Purdue University plus one outside trustee, will determine the name of this new state affiliated institution in the coming weeks, at which time the Commission’s authorization of Purdue NewU will automatically apply to the renamed institution.

Mission Differentiation. The Commission understands that the essential mission of Purdue NewU is clearly focused on serving adult students through distance education, and as such, strongly advances the Commission’s strategic vision reflected in *Reaching Higher, Delivering Value* and in Commission policies. Subsequent Commission actions pertaining to Purdue NewU, especially those affecting its programmatic offerings, will be made in the context of the institution’s mission and how that mission is implemented within Indiana’s system of higher education.

Programs Offered. In order to ensure a seamless transition from students being enrolled in Kaplan University to students being enrolled in Purdue NewU, the Commission would initially authorize all programs currently offered by Kaplan University (see Attachment 2). Within one year of the creation of Purdue NewU, all programs initially authorized by the Commission will be reviewed under procedures approved by the executive officer of the Commission to determine their permanent status. During this same time period, procedures will be approved by the executive officer of the Commission that will apply to authorization of any new programs proposed by Purdue NewU.

Online Offerings and SARA. Presently, under the terms of the State Authorization Reciprocity Agreement (SARA), all online offerings of Kaplan University are authorized by the State of Iowa, where Kaplan University is headquartered, for delivery to the 46 other states, including Indiana, that are members of SARA. When Purdue NewU is created, with its headquarters located in Indiana, the institution's participation in SARA will be overseen by the Commission for Higher Education, the State Portal Entity for Indiana under SARA. Although the vast majority of the Purdue NewU administrative staff and faculty will continue to be distributed throughout the country, a significant administrative presence will be established over time in Indiana, where academic control over programs will also reside.

A Purdue Campus. As is the case with Purdue University's separately accredited regional campuses (Purdue University Northwest and Indiana University Purdue University Fort Wayne), Purdue NewU will operate independently of Purdue University West Lafayette. Because it is separately incorporated, Purdue NewU will be governed by and remain fully accountable to its own Board of Trustees. However, Purdue NewU will be subject to substantially similar board oversight as those other campuses, in that five of the six Purdue NewU trustees also serve as members of the Purdue University Board of Trustees. As such, it is expected that Purdue NewU will be included, as appropriate, in Commission initiatives and programs that promote student success. In addition, Purdue NewU will report data to the Commission similar in fashion to data reported by other Purdue University campuses.

Timetable. Commission institutional and programmatic authorization is the first of three major approval milestones toward making Purdue NewU a reality. A second is pre-acquisition approval by the U.S. Department of Education, which is expected in early September. The last milestone is approval by the Higher Learning Commission, which is hoped for at HLC's November 2 meeting, but might be delayed until the meeting in February 2018. Should these actions proceed as planned, Purdue NewU will become operational in early January 2018 or perhaps March 2018.

Supporting Document

Statutory Language Creating State Affiliated Institutions HEA
1001-2017
Programs Initially To Be Offered by Purdue NewU

Attachment 1

Statutory Language Creating State Affiliated Institutions

(HEA 1001-2017)

SECTION 140. IC 20-51-4-7, AS AMENDED BY P.L.106-2016, SECTION 22, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]: Sec. 7. (a) The department shall administer this chapter.

(b) The department shall approve an application for an eligible school within fifteen (15) days after the date the school requests to participate in the choice scholarship program.

(c) The department shall approve an application for a choice scholarship student within fifteen (15) days after the date the student requests to participate in the choice scholarship program.

(d) Each year, at a minimum, the department shall accept applications from March 1 through September 1 for eligible schools for the upcoming school year.

(e) Each year, ~~at a minimum~~, the department shall accept applications for choice scholarship students from

~~(1) March 1 through September 1 for the upcoming school year. and~~

~~(2) September 2 through January 15 for the spring semester of the current school year.~~

(f) This chapter may not be construed in a manner that would impose additional requirements for approving an application for an eligible school placed in a "null" or "no letter grade" category established under IC 20-31-8-3(b).

(g) The department shall adopt rules under IC 4-22-2 to implement this chapter.

(h) The department may adopt emergency rules under IC 4-22-2-37.1 to implement this chapter.

SECTION 141. **IC 21-7-13-6**, AS AMENDED BY P.L.13-2013, SECTION 58, **IS AMENDED TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]:** Sec. 6. (a) "Approved postsecondary educational institution", for purposes of this title (except section 15 of this chapter, IC 21-12-6, and IC 21-13-1-4) means the following:

(1) A postsecondary educational institution that operates in Indiana and:

(A) provides an organized two (2) year or longer program of collegiate grade directly creditable toward a baccalaureate degree;

(B) is either operated by the state or operated nonprofit; and

(C) is accredited by a recognized regional accrediting agency, including:

(i) Ancilla College;

(ii) Anderson University;

(iii) Bethel College;

(iv) Butler University;

(v) Calumet College of St. Joseph;

(vi) DePauw University;

(vii) Earlham College;

(viii) Franklin College;

(ix) Goshen College;

(x) Grace College and Seminary;

HEA 1001 — CC 1



- (xi) Hanover College;
- (xii) Holy Cross College;
- (xiii) Huntington University;
- (xiv) Indiana Institute of Technology;
- (xv) Indiana Wesleyan University;
- (xvi) Manchester College;
- (xvii) Marian University;
- (xviii) Martin University;
- (xix) Oakland City University;
- (xx) Rose-Hulman Institute of Technology;
- (xxi) Saint Joseph's College;
- (xxii) Saint Mary-of-the-Woods College;
- (xxiii) Saint Mary's College;
- (xxiv) Taylor University;
- (xxv) Trine University;
- (xxvi) University of Evansville;
- (xxvii) University of Indianapolis;
- (xxviii) University of Notre Dame;
- (xxix) University of Saint Francis;
- (xxx) Valparaiso University; and
- (xxxi) Wabash College;

or is accredited by the board for proprietary education under IC 21-18.5-6 or an accrediting agency recognized by the United States Department of Education.

- (2) Ivy Tech Community College.
- (3) A hospital that operates a nursing diploma program that is accredited by the Indiana state board of nursing.
- (4) A postsecondary credit bearing proprietary educational institution that meets the following requirements:
 - (A) Is incorporated in Indiana, or is registered as a foreign corporation doing business in Indiana.
 - (B) Is fully accredited by and is in good standing with the board for proprietary education under IC 21-18.5-6.
 - (C) Is accredited by and is in good standing with a regional or national accrediting agency.
 - (D) Offers a course of study that is at least eighteen (18) consecutive months in duration (or an equivalent to be determined by the board for proprietary education under IC 21-18.5-6) and that leads to an associate or a baccalaureate degree recognized by the board for proprietary education under IC 21-18.5-6.

HEA 1001 — CC 1



(E) Is certified by the board for proprietary education as meeting the requirements of this subdivision.

(5) A postsecondary SEI affiliated educational institution.

(b) "Approved postsecondary educational institution" for purposes of section 15 of this chapter, IC 21-12-6, and IC 21-13-1-4, means the following:

- (1) A state educational institution.
- (2) A nonprofit college or university.
- (3) A postsecondary credit bearing proprietary educational institution that is accredited by an accrediting agency recognized by the United States Department of Education.

(4) A postsecondary SEI affiliated educational institution.

SECTION 142. IC 21-7-13-26.5 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]: **Sec. 26.5. (a) "Postsecondary SEI affiliated educational institution" means a degree granting and credit bearing institution that:**

- (1) is organized as a public benefit corporation (as described in IC 23-17-2-23) and controlled by a state educational institution;**
- (2) is authorized under procedures approved by the executive officer of the commission under IC 21-18-12.4 to provide instructional or educational services or training in Indiana using onsite, online, or any combination of these or other instructional modalities;**
- (3) is accredited by a recognized regional accrediting agency or is seeking or progressing toward accreditation by a recognized regional accrediting agency; and**
- (4) has its debts and liabilities backed by the controlling state educational institution described in subdivision (1) in the form of a contribution, bond, or other surety consisting solely of eligible property (as defined in IC 21-27-10-4).**

(b) The term does not include the following:

- (1) A state educational institution.**
- (2) A postsecondary credit bearing proprietary educational institution approved or regulated by the board for proprietary education under IC 21-18.5-6.**
- (3) Any educational institution or educational training that:**
 - (A) is maintained or provided by an employer or employers at no charge for employees or potential employees;**
 - (B) is maintained or provided by a labor organization at no charge for its members or apprentices; or**
 - (C) offers instruction that is exclusively focused on self-improvement or exclusively intended to be motivational or avocational, including instruction in dance, music, self-defense, and private tutoring.**



(4) A public or nonprofit degree granting institution organized or incorporated in a jurisdiction other than Indiana that offers instructional or educational services or training in Indiana.

(5) A religious institution that offers educational instruction or an educational program of a clearly religious nature.

SECTION 143. IC 21-13-9-3, AS AMENDED BY HEA 1281-2017, SECTION 6, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]: Sec. 3. (a) The commission, in coordination with the Marian University College of Osteopathic Medicine, shall administer a student scholarship program to increase the availability of primary care for residents in ~~primary care shortage areas of Indiana~~ by providing incentives to medical students who agree to provide primary care in a ~~shortage area Indiana~~ immediately after becoming a licensed physician.

(b) A scholarship awarded under this chapter must be used to provide supplemental support to a medical student enrolled at the Marian University College of Osteopathic Medicine and may not be used to reduce any other financial aid, grant, or scholarship the student may otherwise receive.

SECTION 144. IC 21-13-9-4, AS AMENDED BY HEA 1281-2017, SECTION 7, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]: Sec. 4. Before providing a scholarship to a student, the commission, in coordination with the Marian University College of Osteopathic Medicine, must find that the applicant satisfies all the following conditions:

(1) The applicant is and remains an Indiana resident **or the applicant is a nonresident of Indiana who intends to remain in Indiana. The commission shall give a preference to Indiana residents when awarding a scholarship.**

(2) The applicant is enrolled ~~full time in the first year class~~ at the Marian University College of Osteopathic Medicine in a program that will prepare the applicant to provide primary care as a licensed physician.

(3) If the applicant is receiving a scholarship for the second through fourth year of the program, the applicant successfully completed the academic work required for the previous school year.

(4) The applicant remains in good standing with the Marian University College of Osteopathic Medicine program.

(5) The applicant agrees to execute a written primary care practice agreement with the commission as required by section 6 of this chapter.

SECTION 145. IC 21-13-9-5, AS AMENDED BY HEA 1281-2017, SECTION 8, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]: Sec. 5. (a) The commission, in coordination with the Marian University College of Osteopathic Medicine, shall select from among the qualified students who will receive a scholarship under this chapter. The commission may not create or use a waiting list for scholarships under this chapter.



received for a school year multiplied by the number of years the scholarship recipient did not comply with subdivision (3).

SECTION 147. **IC 21-18-12.4 IS ADDED** TO THE INDIANA CODE **AS A NEW CHAPTER** TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]:

Chapter 12.4. Postsecondary SEI Affiliated Educational Institutions Authorization

Sec. 1. All postsecondary SEI affiliated educational institutions seeking to offer instructional or educational services, and the instructional or educational programs, including degree programs, offered by these institutions, whether onsite, online, or through any combination of these or other instructional modalities, **must be authorized by the executive officer of the commission and approved by the commission. The executive officer of the commission may:**

- (1) develop procedures for authorizing such institutions to offer such instructional programs in Indiana** to the extent required by the United States Department of Education; and
- (2) enter into interstate reciprocity agreements** for purposes of this chapter.

SECTION 148. **IC 21-27-10 IS ADDED** TO THE INDIANA CODE **AS A NEW CHAPTER** TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]:

Chapter 10. Postsecondary SEI Affiliated Educational Institutions

Sec. 1. The general assembly recognizes that:

- (1) Article 11, Section 12 of the Constitution of the State of Indiana provides that the state may not become a stockholder in a corporation;**
- (2) online, onsite, and hybrid online/onsite instructional, educational, and training programs serve an important public interest** by expanding access to learning opportunities, thereby enhancing the state's ability to promote workforce and economic development; and
- (3) a state educational institution may more effectively advance its educational mission and achieve its public or charitable purposes by being affiliated with a postsecondary degree granting and credit bearing institution** that provides these alternative types of instructional, educational, or training offerings, whether onsite, online, or through any combination of these or other instructional modalities, **to better reach adult learners and other nontraditional students.**

The general assembly declares that a state educational institution's controlling and being a member of a postsecondary SEI affiliated educational institution, as permitted in this section, complies with Article 11, Section 12 of the Constitution of the State of Indiana.

Sec. 2. This chapter applies only to a state educational institution.

Sec. 3. As used in this chapter, "commission" refers to the commission for higher education of the state of Indiana established under IC 21-18-2.

Sec. 4. As used in this chapter, "eligible property" means any property received by the board of trustees of a state educational institution, other than:

- (1) state appropriations; or**



- (2) other public money received through another state educational institution, a state agency, or a local government entity.

Sec. 5. A state educational institution may be a member of a postsecondary SEI affiliated educational institution if:

- (1) the postsecondary SEI affiliated educational institution is a public benefit corporation (as defined in IC 23-17-2-23);
- (2) the postsecondary SEI affiliated educational institution is controlled by the state educational institution;
- (3) in the judgment of the board of trustees, it is in the best interest and consistent with the mission of the state educational institution; and
- (4) any contributions or other financial support made to the postsecondary SEI affiliated educational institution by the state educational institution consist solely of eligible property.

Sec. 6. Notwithstanding any other law, a postsecondary SEI affiliated educational institution is not subject to the following:

- (1) IC 5-14-1.5.
- (2) IC 5-14-3.
- (3) IC 5-11-1-9.

Sec. 7. The commission may require a postsecondary SEI affiliated educational institution to provide information concerning the:

- (1) financial position of the postsecondary SEI affiliated educational institution;
- (2) academic programs and instruction offered by the postsecondary SEI affiliated educational institution; and
- (3) student outcomes;

and make the information publicly available.

Sec. 8. For purposes of United States Department of Education regulations, a postsecondary SEI affiliated educational institution is considered to be subject to the administrative supervision and control of the executive branch by virtue of appointment by the governor of all or a majority of the trustees of a controlling state educational institution.

Sec. 9. A state educational institution that:

- (1) exists as an instrumentality of the state in the form of a body corporate, body politic, or body corporate and body politic; and
- (2) controls a postsecondary SEI affiliated educational institution;

is considered to be a governmental entity equivalent to the state for purposes of United States Department of Education regulations.

Sec. 10. The executive director of the commission may issue a confirmation of the status of a postsecondary SEI affiliated educational institution as a public school for purposes of United States Department of Education regulations.



Attachment 2

Programs Initially To Be Offered by “Purdue NewU”

Program Information							
Six Digit CIP Code	Degree Level	Program Name	Program Status	Available through Distance Education	Program Approval Date	Quarter Credit Hours	Equivalent Semester Credit Hours
03.0103	Bachelor's	B.S. in Environmental Policy and Management	Active	Yes	7/1/2012	180	120
03.0103	Master's	M.S. in Environmental Policy	Suspended	Yes	7/1/2012	55	37
09.0100	Bachelor's	B.S. in Communication	Active	Yes	7/1/2012	180	120
11.0101	Master's	M.S. in Information Technology	Active	Yes	7/1/2012	60	40
11.0101	Post-master's certificate	Post-Master's Certificate in Information Security	Active	Yes	7/1/2012	16	11
11.0103	Bachelor's	B.S. in Information Technology	Active	Yes	7/1/2012	180	120
11.0201	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Linux System Administration	Suspended	No	7/1/2012	21	14
11.0203	Post-baccalaureate certificate	Programming and Software Development Postbaccalaureate Certificate	Active	Yes	7/1/2012	37	25
11.0802	Award of less than 1 academic year	Certificate in Oracle Database Administration	Suspended	No	7/1/2012	28	19
11.1001	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Microsoft Operating Systems	Active	Yes	7/1/2012	26	17
11.1002	Post-baccalaureate certificate	Cisco Network Postbaccalaureate Certificate	Active	Yes	7/1/2012	27	18
11.1003	Bachelor's	B.S. in Cybersecurity	Active	Yes	12/8/2015	180	120
11.1003	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Information Security	Active	Yes	7/1/2012	21	14
11.1003	Master's	M.S. in Cybersecurity Management	Active	Yes	12/8/2015	60	40
11.1006	Associate	A.A.S. in Information Technology	Active	Yes	7/1/2012	90	60
13.0401	Bachelor's	B.S. in Early Childhood Administration	Active	Yes	12/8/2015	180	120
13.0401	Master's	M.S. in Education	Active	Yes	7/1/2012	46-54	31-36
13.0401	Post-master's certificate	Post-Master's Certificate in K-12 Educational Leadership	Suspended	No	7/1/2012	17	11
13.0406	Master's	M.S. in Higher Education	Active	Yes	7/1/2012	50	33
13.0501	Master's	M.S. in Instructional Design and Technology	Active	Yes	7/1/2012	50	33
13.1099	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Autism Spectrum Disorders	Active	Yes	7/1/2012	24	16
13.1206	Master's	M.A. in Teaching	Active	Yes	7/1/2012	45-54	30-36
13.1210	Associate	A.A.S. in Early Childhood Development	Active	Yes	7/1/2012	90	60
13.1210	Bachelor's	B.S. in Early Childhood Development	Active	Yes	7/1/2012	180-192	120-128
13.1299	Post-master's certificate	Post-Master's Certificate in Online College Teaching	Suspended	No	1/21/2015	20	13
13.1309	Post-master's certificate	Post-Master's Certificate in Teaching with Technology	Suspended	No	1/21/2015	17	11
13.1311	Post-master's certificate	Post-Master's Certificate in Mathematics Teaching	Suspended	No	1/21/2015	17	11
13.1499	Post-master's certificate	Post-Master's Certificate in Literacy and Language Teaching	Suspended	No	7/1/2012	17	11
13.1501	Associate	A.A.S. in Educational Paraprofessional	Suspended	Yes	7/1/2012	90	60
19.0604	Post-master's certificate	Post-Master's Certificate in Instructional Design for Organizations	Suspended	No	7/1/2012	21	14
22.0101	Doctoral degree-professional practice	Juris Doctor (JD)	Active	Yes	7/13/2017	92	61
22.0301	Award of less than 1 academic year	Legal Secretary Certificate	Active	Yes	7/1/2012	31	21
22.0302	Associate	A.A.S. in Paralegal Studies	Active	Yes	7/1/2012	90	60
22.0302	Bachelor's	B.S. in Paralegal Studies	Active	Yes	7/1/2012	180	120
22.0302	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Pathway to Paralegal	Active	Yes	7/1/2012	36-37	24-25
22.0302	Master's	M.S. in Legal Studies	Active	Yes	7/1/2012	55	37

Six Digit CIP Code	Degree Level	Program Name	Program Status	Available through Distance Education	Program Approval Date	Quarter Credit Hours	Equivalent Semester Credit Hours
22.0399	Associate	A.A.S. in Legal Support and Services	Active	Yes	12/8/2015	90	60
22.0399	Bachelor's	B.S. in Legal Support and Services	Active	Yes	7/13/2017	180	120
22.9999	Bachelor's	B.S. in Legal Studies	Active	Yes	7/1/2012	180	120
22.9999	Doctoral degree-professional practice	Executive Juris Doctor (EJD)	Active	Yes	7/13/2017	72	48
24.0101	Bachelor's	B.S. in Liberal Studies	Active	Yes	7/1/2012	180	120
30.0000	Associate	A.S. in Interdisciplinary Studies	Suspended	Yes	7/1/2012	90	60
30.1701	Bachelor's	B.S. in Psychology	Active	Yes	7/1/2012	180	120
30.9999	Associate	A.S. in Professional Studies	Active	Yes	7/13/2017	90	60
30.9999	Bachelor's	B.S. in Professional Studies	Active	Yes	7/1/2012	180	120
42.0101	Master's	M.S. in Psychology	Active	Yes	7/1/2012	60-75	40-50
42.2804	Post-master's certificate	Post-Master's Certificate in Industrial and Organizational Psychology	Active	Yes	7/1/2012	30	20
42.2806	Master's	M.S. in Educational Psychology	Active	Yes	6/18/2013	52	35
42.2814	Bachelor's	B.S. in Psychology in Applied Behavior Analysis	Active	Yes	12/8/2015	180	120
42.2814	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Applied Behavioral Analysis	Active	Yes	7/1/2012	30	20
42.2814	Post-master's certificate	Post-Master's Certificate in Applied Behavior Analysis	Active	Yes	7/1/2012	35	23
43.0102	Award of less than 1 academic year	Certificate in Corrections	Active	Yes	7/1/2012	36	24
43.0103	Award of less than 1 academic year	Certificate in Management and Supervision in Criminal Justice	Active	Yes	7/1/2012	36	24
43.0103	Bachelor's	B.S. in Criminal Justice Administration and Management	Suspended	Yes	7/1/2012	180	120
43.0103	Master's	M.S. in Criminal Justice	Active	Yes	7/1/2012	55	37
43.0104	Associate	A.A.S. in Criminal Justice	Active	Yes	7/1/2012	90	60
43.0104	Bachelor's	B.S. in Criminal Justice	Active	Yes	7/1/2012	180	120
43.0107	Associate	A.A.S. in Public Safety and Security	Active	Yes	12/8/2015	90	60
43.0109	Award of at least 1 but less than 2 academic years	Certificate in Private Security	Active	Yes	7/1/2012	53	35
43.0113	Bachelor's	B.S. in Corrections	Active	Yes	12/8/2015	180	120
43.0116	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Computer Forensics	Active	Yes	7/1/2012	28	19
43.0199	Award of less than 1 academic year	Certificate in Crime Scene Technician	Active	Yes	7/1/2012	41	27
43.0199	Bachelor's	B.S. in International and Comparative Criminal Justice	Suspended	Yes	7/1/2012	180	120
43.0199	Post-baccalaureate certificate	Post-Baccalaureate Certificate in National Security Administration	Suspended	No	7/1/2012	18	12
43.0201	Master's	M.S. in Fire and Emergency Services	Suspended	No	7/1/2012	55	37
43.0202	Bachelor's	B.S. in Fire Science and Emergency Management	Active	Yes	7/1/2012	180	120
43.0202	Master's	M.S. in Homeland Security and Emergency Management	Active	Yes	7/1/2012	55	37
43.0203	Associate	A.A.S. in Fire Science	Active	Yes	7/1/2012	90	60
43.0203	Bachelor's	B.S. in Fire Science	Active	Yes	7/1/2012	180	120
44.0000	Award of less than 1 academic year	Human Services Certificate in Child and Family Services	Active	Yes	11/4/2015	43	29
44.0000	Associate	A.A.S. in Human Services	Active	Yes	7/1/2012	90	60
44.0000	Bachelor's	B.S. in Human Services	Active	Yes	7/1/2012	180	120

Six Digit CIP Code	Degree Level	Program Name	Program Status	Available through Distance Education	Program Approval Date	Quarter Credit Hours	Equivalent Semester Credit Hours
44.0000	Master's	M.S. in Human Services	Active	Yes	12/8/2015	45	30
44.0401	Associate	A.A.S. in Public Administration	Suspended	Yes	7/1/2012	90	60
44.0401	Bachelor's	B.S. in Public Administration and Policy	Suspended	No	7/1/2012	180	120
44.0401	Master's	Master of Public Administration	Active	Yes	7/1/2012	55	37
44.0702	Bachelor's	B.S. in Human Services in Youth/Family Services and Administration	Active	Yes	7/12/2017	180	120
44.9999	Award of less than 1 academic year	Human Services Certificate in Elder Care Services	Active	Yes	11/4/2015	43	29
45.0401	Associate	A.A.S. in Criminal Justice and Criminology	Active	Yes	12/8/2015	90	60
45.1001	Bachelor's	B.S. in Political Science	Active	Yes	7/1/2012	180	120
51.0000	Bachelor's	B.S. in Health Science	Active	Yes	7/1/2012	180	120
51.0001	Associate	A.S. in Health Science	Active	No	6/9/2015	90	60
51.0001	Bachelor's	B.S. in Health and Wellness	Active	Yes	7/1/2012	180	120
51.0601	Award of less than 1 academic year	Dental Assistant Diploma	Active	Yes	7/13/2017	42	28
51.0701	Bachelor's	B.S. in Health Care Administration	Active	Yes	7/1/2012	180	120
51.0701	Master's	Master of Health Care Administration	Active	Yes	7/1/2012	52	35
51.0705	Associate	A.A.S. in Medical Office Management	Suspended	Yes	7/1/2012	91	61
51.0706	Bachelor's	B.S. in Health Information Management	Active	Yes	7/1/2012	180	120
51.0706	Master's	Master of Health Information Management	Active	Yes	7/13/2017	48	32
51.0707	Associate	A.A.S. in Health Information Technology	Suspended	Yes	7/1/2012	92	61
51.0707	Master's	Master of Health Informatics	Active	Yes	7/13/2017	48	32
51.0708	Associate	A.A.S. in Medical Transcription	Suspended	Yes	7/1/2012	90	60
51.0714	Award of less than 1 academic year	Certificate in Medical Billing/Coding	Active	Yes	7/1/2012	44	29
51.0716	Award of at least 1 but less than 2 academic years	Certificate in Medical Office Administration	Active	Yes	10/13/2015	57	38
51.0801	Award of less than 1 academic year	Medical Assistant Certificate-Onsite	Active	Yes	7/13/2017	57	38
51.0801	Associate	A.A.S. in Medical Assisting	Suspended	Yes	7/1/2012	92	61
51.0802	Award of at least 1 but less than 2 academic years	Certificate in Medical Assistant	Active	Yes	1/6/2015	57	38
51.1501	Post-master's certificate	Post-Master's Certificate in Addictions	Active	Yes	7/1/2012	40	27
51.1504	Bachelor's	B.S. in Psychology in Addictions	Active	Yes	12/8/2015	180	120
51.2201	Bachelor's	B.S. in Public Health	Suspended	No	7/1/2012	180	120
51.2201	Master's	Master of Public Health	Active	Yes	7/1/2012	56	37
51.2207	Master's	M.S. in Health Education	Active	Yes	9/9/2014	56	37
51.3104	Bachelor's	B.S. in Nutrition	Active	Yes	7/1/2012	180	120
51.3801	Associate	A.S. in Nursing	Active	Yes	7/13/2017	110	73
51.3801	Bachelor's	Pre-Licensure BSN	Active	Yes	7/27/2017	182	121
51.3801	Post-master's certificate	Post-Master's Certificate in Nurse Informatics	Suspended	No	7/1/2012	30	20
51.3803	Post-master's certificate	Adult Gerontology Primary Care Nurse Practitioner Certificate	Active	Yes	7/1/2012	60	40
51.3805	Master's	M.S. in Nursing-DNP Path	Active	Yes	7/1/2012	60-90	40-60

Six Digit CIP Code	Degree Level	Program Name	Program Status	Available through Distance Education	Program Approval Date	Quarter Credit Hours	Equivalent Semester Credit Hours
51.3805	Post-master's certificate	Family Nurse Practitioner, Primary Care Certificate	Active	Yes	7/1/2012	60	40
51.3808	Master's	M.S. in Nursing	Active	Yes	12/9/2014	60-90	40-60
51.3817	Post-master's certificate	Post-Master's Certificate in Nurse Educator	Active	Yes	7/1/2012	30	20
51.3899	Bachelor's	B.S. in Nursing-RN to BSN	Active	Yes	9/9/2014	180	120
51.3899	Doctoral degree-professional practice	Doctor of Nursing Practice	Active	Yes	12/9/2014	48-60	32-40
52.0101	Associate	A.A.S. in Business Administration	Active	Yes	7/1/2012	90	60
52.0201	Bachelor's	B.S. in Business Administration	Active	Yes	7/1/2012	180	120
52.0201	Master's	Master of Business Administration	Active	Yes	7/1/2012	60-76	40-51
52.0211	Post-master's certificate	Post-Master's Certificate in Project Management	Active	Yes	4/27/2015	16	11
52.0213	Master's	M.S. in Management and Leadership	Active	Yes	9/9/2014	56	37
52.0213	Post-master's certificate	Post-Master's Certificate in Executive Leader	Active	Yes	7/1/2012	30	20
52.0299	Associate	A.A.S. in Small Group Management	Active	Yes	7/18/2017	90	60
52.0301	Bachelor's	B.S. in Accounting	Active	Yes	7/1/2012	180	120
52.0301	Master's	M.S. in Accounting	Active	Yes	7/1/2012	52	35
52.0302	Associate	A.A.S. in Accounting	Active	Yes	7/1/2012	90	60
52.0399	Post-master's certificate	Post-Master's Certificate in Accounting	Active	Yes	7/1/2012	16	11
52.0801	Bachelor's	B.S. in Finance	Active	Yes	12/8/2015	180	120
52.0801	Master's	M.S. in Finance	Active	Yes	9/9/2014	56	37
52.1001	Post-baccalaureate certificate	Post-Baccalaureate Certificate in Human Resources	Active	Yes	7/1/2012	30	20
52.1001	Post-master's certificate	Post-Master's Certificate in Human Resources	Active	Yes	7/1/2012	16	11
52.1003	Bachelor's	B.S. in Psychology in Industrial and Organizational Psychology	Active	Yes	12/8/2015	180	120
52.1206	Bachelor's	B.S. in Information Management	Suspended	No	7/1/2012	180	120

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM C-1:

Doctor of Education in Educational Leadership to be offered by University of Southern Indiana

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Education in Educational Leadership, a professional practice doctoral program, to be offered by University of Southern Indiana in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. The Academic Affairs and Quality Committee discussed this program at its July 28, 2017 meeting and reacted favorably to the proposal.

Similar Programs in Indiana. In the *independent* or private non-profit sector, only Oakland City University offers a program in this area, an Ed.D. in Education, which had a total of nine graduates in FY 2016.

In the *proprietary* or private for-profit sector, only the American College of Education offers a program in this area, an Ed.D. in Leadership. Data for this program will be reported to the Commission for the first time later this year, starting with data for FY2017.

Within the *public* sector, four institutions offer programs in this area (with the number of FY2016 graduates indicated in parentheses): Ball State University (12), Indiana State University (33), IU Bloomington (2), and IUPUI (2). The ISU Ph.D. in Educational Administration is available through distance education, and the IU Ph.D. in Urban Education Studies at IUPUI is the only one of the four programs that has a community-based emphasis to it, like the proposed USI program.

Related programs at University of Southern Indiana. The proposed program would be offered through the Teacher Education Department, Pott College of Science, Engineering, and Education. USI currently offers a School Administration and Leadership track in both its M.S.Ed. Elementary Education and M.S.Ed. in Secondary Education; the two tracks together enrolled a total of 11 students in FY2016. These two tracks will henceforth be split out and combined to form a separate M.S.Ed. in Educational Leadership and Administration.

Mission Differentiation. USI has one other doctoral level program: the Doctor of Nursing Practice (D.N.P.), which the Commission approved in December 2007 and which enrolled 42 headcount or 19 FTE students in FY2016 and graduated 20 students that same year. The D.N.P. is clearly a professional practice doctoral program and for Commission purposes, the proposed Doctor of Education (Ed.D.) in Educational Leadership may also be considered to be primarily oriented to professional practice, as opposed to a doctoral program more oriented to research/scholarship, although the Ed.D. clearly incorporates research/scholarship into its curriculum. The primary orientation to professional practice would make approval of this program consistent with previous action taken by the Commission regarding doctoral programs at USI.

The University has indicated that the only other doctoral program under consideration over the next biennium by the University is the Doctor of Occupational Therapy, another doctoral program oriented to professional practice. USI offers an M.S. in Occupational Therapy, which enrolled 55 headcount or 86 FTE students in FY2016 and had 25 graduates that same year. No doctoral degrees are contemplated in the liberal arts, which would raise a very different set of mission-related questions for the Commission.

Community-Based Focus. The proposed Ed.D. embraces “community-based education” as a program focus, which, according to the Great Schools Partnership, includes “a wide variety of instructional methods and programs that educators use to connect with is being taught in the schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments.” One of the importing guiding principles of this approach is “community integration,” which has students focusing on the community to conduct learning projects, to explore local institutions, and to get to know local businesses, with the likely result of tying the interests of both the school and the community more closely together.

The Educational Leadership program has two tracks: (1) administrative leadership, for those pursuing district/corporation-level licensure as a school administrator, and (2) pedagogical track, for those who may wish to be a university or community college professor, instructional coordinator/coach, assessment director, corporate trainer or professional development director, or curriculum specialist. The University estimates that the students enrolled in the program will be evenly divided between the two tracks. With

respect to the administrative leadership track, it is hoped this specialty will help address the problem of high turnover rates found among school administrators.

Supporting Document

Program Description – USI Doctor of Education in Educational Leadership

ABSTRACT

Doctor of Education

To be offered in a blended format with some online coursework and some face-to-face by the University of Southern Indiana, Evansville, Indiana

Consistency with Institution's Mission:

The proposed Doctor of Education (Ed.D) program resonates with the University's institutional mission: "An engaged learning community, advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community." The statement begins and ends with "community," and it is precisely that concept that drives the entire structure and make-up of the proposed Ed.D. program. A community-based focus sets this program apart from other doctoral programs in education and aligns with the University mission "to enhance civic and cultural awareness and to prepare individuals to live (and lead) wisely in a diverse and global community." Candidates in the program will engage in field-based experiences in their local area schools, not-for-profit agencies, and community organizations.

Relation to Institution's Strategic and/or Academic Plan:

The University of Southern Indiana's 2016-2020 strategic plan includes three overarching goals:

- Excellence in Learning for the Entire USI Community;
- Access and Opportunity by Design; and
- Purposeful and Sustainable Growth.

The proposed Ed.D. program contributes to each of these. With respect to the first, the creation of this program was a response to a large contingent of area educators (alumni and therefore part of the USI community) who asked that USI offer an education doctoral program. The requests came because there is no ready access to a state-supported institution in southern Indiana offering an Ed.D. program. Therefore, this proposal to fill that need is about providing access and opportunity, the second overarching strategic goal. Lastly, adding the Ed.D. program will help USI grow purposefully – adding a graduate-level program that will have a positive effect on schools and communities in southern Indiana and the tri-state region.

Curriculum:

For students coming to the program with a master's degree in education, a minimum of 60 credit hours will be required. For students seeking admission to the program with a master's degree in another field, additional master's level coursework in education will be required. The overarching curricular plan includes the following: research methods, 12 credits; program core, 18 credits; concentration, 15 credits; and dissertation/culminating project, 15 credits.

Employment Possibilities:

According to the Bureau of Labor Statistics, the demand for school administrators nationally will grow by six percent over the next eight years and in Indiana the growth rate will be closer to seven percent, and even higher in Kentucky.¹ Indiana's Department of Workforce Development projects a ten-year growth rate of 9.5 percent for Indiana.² Rapid turnover, particularly among superintendents in some volatile districts, can distort the overall employment picture.³ What is clear, however, is that the typically short employment duration of a superintendent inhibits the ability of a school district to build a unifying educational vision. This circumstance places a burden on institutions of higher education to revamp administrator preparation programs, to produce administrator candidates capable of navigating a complex political milieu and developing trust through open communication with teachers, staff, and community stakeholders.⁴ Today, administrators need deep intellectual grounding in community-based educational theory, and practical formal experience negotiating school-community dynamics. The proposed University of Southern Indiana Doctor of Education program has been created to address these issues.

¹ Bureau of Labor Statistics. (2016, March). *Handbook on Occupational Outlook*. Retrieved from Projections Central: <http://www.projectionscentral.com/Projections/LongTerm>.

² Indiana Department of Workforce Development. (2016). Retrieved from <http://www.hoosierdata.in.gov/FD/overview.aspx>.

The genesis of the University of Southern Indiana Doctor of Education responds to needs on two levels. The first is to help the state fill administrator vacancies by preparing more leaders; the second significant focus, is to help the state to prepare leaders capable of doing more, by virtue of their preparation.

The proposed program will give education professionals in Indiana convenient access to an innovative, high-quality doctoral program.

³ Glass, L. G. (2003). The Superintendent Shortage: Findings From Research on School Board Presidents. *Journal of School Leadership*, 264-287.

⁴ Combs, H. S. (2015). Four Essential Practices for Building Trust. *Educational Leadership*, 18-22.

Checklist for New Degree Programs
Doctor of Education (Ed. D.) in Educational Leadership
Teacher Education Department
Pott College of Science, Engineering, and Education
1/13/17

Characteristics of the Program

- a) **Campus Offering Program:** University of Southern Indiana, Evansville
- b) **Scope of Delivery (Specific Sites or Statewide):** Specific Sites and statewide
Mode of Delivery (Classroom, Blended or Online): The program will be offered in a blended format, with some online coursework and some face-to-face offered on campus or at schools in the Evansville area. The program will also be offered totally online. All courses will be taught in five accelerated terms; two in the fall, two in the spring, and one in the summer.
- c) **Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, Etc.):** Following research on successful graduate instruction, the proposed Ed. D. program will admit students in cohorts (Tisdell, et al, 2004) (Lamb et al, 2009) (Fenning, 2004) (Stein, 2002). Cohorts will begin Term #1, each fall. The USI Ed. D. program will offer two concentrations from which students may choose: administrative leadership (for those pursuing district/corporation level licensure) and pedagogical leadership. An internship is required of all Ed. D. students. Those pursuing district-level licensure as a school administrator will do their internship a district/corporation central office. Those pursuing the pedagogical leadership concentration will have an internship experience in a setting the matches their occupational goals.
- d) **Academic Unit(s) Offering Program:** Teacher Education Department, Pott College of Science, Engineering, and Education, University of Southern Indiana.

Rationale for Program

a) **Institutional Rationale (Alignment with Institutional Mission and Strengths):**
 The vision statement for the University of Southern Indiana is simply, “shaping the future through learning and innovation.” The proposed Ed. D. program is a clear example of an institution living its vision. Preparing educational leaders is a vital contribution to Indiana and the nation as a whole. Accordingly, the Teacher Education Department at USI has adopted what has come to be called “community-based education” as a program focus. The Great Schools Partnership defines the concept as an approach to schooling that includes “a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history,

literature, cultural heritage, and natural environments” (Great Schools Partnership, 2014). While the idea of embedding school curriculum and instruction in the context of the local community has been around since John Dewey advanced the idea early in the last century, it has only recently re-emerged as an innovative educational strategy. It rests on three principles:

1. **Instructional connections:** Community-based education dramatically increases the relevance of traditional school subjects, thus increasing their appeal to students. Further, it makes school lessons more authentic, more real, and therefore, more readily learned. Community-based approaches to traditional school subjects promotes critical thinking and lends itself to cross-disciplinary approaches to problem solving; i.e., greater intellectual creativity and flexibility among students.
2. **Community integration:** Community-based education ties the interests of both school and community closely together, as students move into the community to conduct learning projects, to explore local institutions, to get to know local businesses; and, in reverse, local business owners, local organization leaders, and local elders move in to the school to share their life experiences and lessons.
3. **Community participation:** Community-based education enables students to immediately see and feel relevance while they are learning from and in their community. This approach to curriculum and instruction has the effect of enculturating students into an ethic of community stewardship, into the process of using school subjects to influence, change, or improve the place where they live.

The proposed Ed. D. program also resonates with the USI institutional mission: “An engaged learning community, advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.” The statement begins and ends with “community,” and it is precisely that concept that drives the entire structure and make-up of the proposed Ed. D. program. A community-based focus sets this program apart from other doctoral program in education and aligns with the University mission to enhance civic and cultural awareness and to prepare individuals to live (and lead) wisely in a diverse and global community. Candidates in the program will engage in field-based experiences in their local area schools, not-for-profit agencies, and community organizations.

b) State Rationale

The proposed program is a direct attempt to respond to a clear need in southwest Indiana. Evansville is the third largest urban center in the state, its public school corporation is one of the largest in the state, and yet area educational professionals have no ready access to a state supported Ed. D. program. Aspiring teachers and administrators made it clear in focus group discussions (see Appendix A) that they want such access, and they are eager for USI to produce an Ed. D. program.

In response, the Teacher Education Department at USI has produced a program to prepare educational leaders capable of looking beyond the status quo and guiding an educational transition to a community focus that can add vitality to neighborhoods and relevance to academic work at all levels. In short, it is about providing school leaders who can create the conditions that will realize the competency and college completion goals outlined in the Indiana Commission for Higher Education’s strategic plan, *Reaching Higher, Delivering Value* (Indiana Commission for Higher Education, 2016). This proposal is about creating an innovative, community-focused Ed. D. program, but it also about reaching Indiana’s goals for improving college completion and career readiness by producing school leaders who can improve student outcomes in the school corporations where they come to be employed. Effective school leadership is crucial component for achieving those goals (Nettles, 2007) (Waters & Marzano, 2007) (Leithwood & Jantzi, 2000) (Robinson, Hohepa, & Lloyd, 2007).

c) Evidence of Labor Market Need

It should be noted that it is expected that virtually every student who applies to the proposed program will be employed as a working professional—this is true of all Ed. D. programs, as the degree was created for practitioners. So the proposed USI program is not precisely about filling jobs, although there is an element of that, given high turnover rates in school administration. The primary motivation regarding the “labor market,” is elevating its quality, i.e., preparing leaders who can achieve more when it comes to the academic performance of public school students.

i. National, State or Regional Need

According to the Bureau of Labor Statistics, the demand for school administrators nationally will grow by 6 percent over the next eight years—in Indiana the growth rate will be closer to 7 percent, and in Kentucky, even higher (Bureau of Labor Statistics, 2016). Indiana’s Department of Workforce Development puts the growth rate for Indiana, over a ten-year horizon, at 9.5 percent (Indiana Department of Workforce Development, 2016). Because of rapid turnover, particularly among superintendents, labor market research is complicated and sometimes contentious. Researchers refer to “churning” superintendents in and out of volatile districts—a phenomenon that can distort the overall employment picture (Glass, 2003). What is clear, however, is that the typically short employment duration of a superintendent inhibits the ability of a school district to build a unifying educational vision. This circumstance places a burden on institutions of higher education to revamp administrator preparation programs (see, for example, the Carnegie Project on the Education Doctorateⁱ) so that they produce administrator candidates capable of navigating a complex political milieu and capable of developing trust through open and transparent communication with teachers, staff, and community stakeholders (Combs, 2015). In short, administrators need deep intellectual grounding in community-based educational theory, and practical formal experience negotiating school-community dynamics—or precisely what the proposed USI Ed. D. program has been created to deliver.

The genesis of the USI Ed. D. program was the recognition of a need on two levels: the first is merely to help the state and nation fill administrator vacancies by preparing more leaders; but the second, much more significant, is to help the state and nation by preparing leaders capable of doing more, by virtue of their preparation.

This proposal is for the establishment of a doctoral program so “preparation for graduate school” doesn’t apply. However, the proposed program will give education professionals in southwest Indiana, and the tri-state region, convenient access to an innovative, high-quality doctoral program.

iii) Summary of Indiana DWD and/or U. S. Department of Labor Data

A comparison of U. S. Labor Department data and data from Indiana’s Department of Workforce Development demonstrates that demand in 2022 for school administrators in Indiana (9.5%) will exceed national demand rates (7%) (U. S. Department of Labor, 2014). Projections suggest that almost 1400 school administrator positions (elementary and secondary) will need to be filled across Indiana between 2012 and 2022, 70 in the Evansville region.

There are three occupational groups that typically look to Ed. D. programs for career advancement: 1) building level school administrators who wish to move to district/corporation level administration, 2) classroom teachers who wish to move into building or district level school administration, and 3) others who are employed in an education-related profession outside the world of P-12 schools.

The vision of the University of Southern Indiana is to be a learning community that offers innovative programming to help solve serious problems. Indiana’s Commission for Higher Education has identified low rates of college completion as a serious problem. This proposal is one institution’s attempt to realize its vision for innovative programming that simultaneously helps the state of Indiana achieve its goal for dramatic improvement in college completion by preparing school leaders capable of imparting greater academic wherewithal among students in Indiana schools.

iv) National, State, or Regional Studies

The research dealing with the availability of school administrators, nationwide, suggests that while positions are not going unfilled, applicant pools are decreasing. This trend, identified by Richard McAdams as early as 1998 in his *American School Board Journal* article, “Who’ll Run the Schools?” (McAdams, 1998), remains a serious issue. Similar findings were reported by Shumate, Munoz and Winter in 2005 and Grissom and Andersen in 2012 (Shumate, 2005) (Grissom, 2012). Bruce Buchanon’s *Turnover at the Top*, a book-length treatment of urban school administrators, argues that the average tenure for superintendents in very large urban school districts is down to a mere two years (Buchanon, 2006). Partially due to higher salaries,

a rural to urban occupational migration among school administrators has meant that superintendent positions in rural districts are hardly more stable (Tekniepe, 2015). Again, national figures reveal that 45 percent of school superintendent hires are gone after three years.

Well documented occupational volatility presents serious difficulties for school districts, inhibiting their ability to make substantive improvements in student achievement. The proposed USI Ed. D. program is at once an attempt to address that issue by 1) producing more school administrators to grow applicant pools, and 2) to increase the wherewithal of school administrators so they are better prepared to cope with difficult dynamics that lead to administrator turnover.

v) Surveys of Employers or Students and Analyses of Job Postings

During the 2015-2016 school year, the Teacher Education Department at USI conducted a series of focus group discussions with area education professionals in order to 1) gauge interest in an Ed. D. program, and 2) solicit input regarding how best to structure and deliver such a program. Interest surveys were administered as a part of that process. An electronic survey was also administered to educators working in the greater Evansville area. From this effort it was determined that a 60-mile radius around Evansville could supply annual cohorts of ten to fifteen students. More significantly, the effort provided a set of guiding principles for the creation of the program; namely, 1) the program should be different in substance and structure from programs offered elsewhere, 2) the program should be relevant to the lives of professional educators, 3) the program should be accessible and affordable, and 4) the program should be defined by service to students. See Appendix A for survey and focus group results.

vi) Letters of Support

See Appendix B for letters from area education professionals interested in supporting the USI Ed. D. program.

Costs of and Support for the Program

a) Costs

i) Faculty and Staff

Costs for the proposed Ed. D. program are almost exclusively instructional, stemming from 1) the use of departmental graduate faculty, 2) the use of doctorally-prepared practicing school administrators serving as adjunct faculty, and 3) the reallocation of two existing faculty lines (one added in year one, the second added in year two) that will be at least partially dedicated to the new Ed. D. program. Because these lines currently exist, they do not constitute an added expense.

The following table charts the number of courses that will be taught, and by whom, over the first four years of the program:

Ed. D. Program	Year 1	Year 2	Year 3	Year 4
Department Faculty	1	2	4	5
Adjunct Faculty	1	2	5	6
Ed. D Director	3	4	4	4
Ed. D. Line #2	0	2	2	2
Total # Courses	5	10	15	17

At year four, when the program reaches a steady-state, roughly 3.0 FTE will be required to sustain the program. As noted above, 2 FTE will come from reallocated lines, and the remainder will come from the part-time contributions of departmental and adjunct faculty.

ii) Facilities

No additional facilities will be needed.

iii) Other Capital Costs

No other capital costs will be required.

b) Support

i) Nature of Support (New, Existing, or Reallocated)

Support for the program will come from a combination of sources, new and reallocated. Given the level of interest demonstrated by surveys and feedback sessions (see Appendix A) we are projecting cohorts of 10-15 students per year. The program is structured such that each student takes five courses per year. New revenue in the form of tuition, combined with two reallocated faculty lines, exceeds program costs.

No programs will be eliminated or downsized to provide resources for this program. Tuition generated will make it self-supporting.

The Teacher Education Department Administrative Assistant will provide clerical support that may be needed.

ii) Special Fees above Baseline Tuition

Currently there is a \$30 fee for on-line course delivery.

Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

There are five state-supported universities offering education doctoral programs in the state of Indiana: Ball State, Indiana State, Indiana, Purdue, and IUPUI. While most programs are offered partially online and partially face-to-face, Indiana University and Indiana State University offer a totally online doctoral program. As noted above, this proposal calls for an Ed. D. program grounded in the particular, cutting-edge focus of community-based education. This focus will set USI apart from the other education doctoral programs.

In 2007, starting with 25 participating institutions offering an Ed. D. program, the Carnegie Foundation launched a program to reframe Ed. D. programs along agreed upon principles (see page nine of this document). The proposed USI Ed. D. program was built with fidelity to those principles. Of the five state-supported Indiana institutions offering doctoral programs, only Indiana University is a member of the Carnegie Project on the Education Doctorate.

ii. Related Programs at the Proposing Institution

The Teacher Education Department at USI currently offers a Master of Science in Education degree with several tracks including school administration and leadership. The master's program will be revamped for curricular coherence with the Ed. D. program.

b. List of Similar Programs Outside of Indiana

There are some out-of-state institutions in the tri-state region offering Ed. D. programs, including Murray State University, University of Louisville, University of Kentucky, and Western Kentucky University. The options in southern Illinois are more limited, as Southern Illinois University offers only a Ph. D. program, and Eastern Illinois University does not offer a doctoral program in professional education.

Quality and Other Aspects of the Program

a. Credit Hours and Time to Completion

The overarching curricular plan includes the following:

- Research methods, 12 credits
- Program core, 18 credits
- Concentration, 15 credits
- Dissertation/Culminating Project, 15 credits

For students coming to the program with a master's degree in education, a minimum of 60 credit hours will be required. For students seeking admission to the program with a master's degree in another field, additional master's level coursework in education will be required.

An admissions team made up of graduate faculty on the USI campus will prepare plans of study for individual program applicants, acknowledging the strengths or deficiencies of prior experiences and/or professional education background, but always maintaining a 60-hour minimum requirement. Up to nine credits of prior doctoral-level coursework may be transferred into the program, depending on the judgment of the admissions team. Because of the unique community-based focus, it is expected that most coursework transferred into the program will be in the area of research methods. Beyond a completed master's degree (with a minimum GPA of 3.0), applicants to the program will submit a 1) written essay outlining their personal and professional goals, 2) GRE scores, and 3) two letters of recommendation. Following the lead of many competitor institutions (e.g. Indiana State, Murray State, etc.,) we have elected not to identify a cut-off, or minimum, score on the GRE; but rather to use the scores as an additional piece of data related to an applicant's readiness for doctoral study. A committee of graduate faculty members will make admissions decisions based on all of the data that will accompany applications.

b. Exceeding the Standard Expectation of Credit Hours

The proposed Ed. D. program will not exceed standard expectations for credit hours.

c. Program Competencies of Learning Outcomes

The Carnegie Project for the Education Doctorate (CPED) established six principles for cutting-edge Ed. D. programs. Those institutions that have established an official membership in the project offer an Ed. D. program that:

- 1) Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- 2) Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- 3) Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- 4) Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- 5) Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- 6) Emphasizes the generation, transformation, and use of professional knowledge and practice.

From these principles and from standards established by the National Policy Board for Educational Administration, eight program outcomes were created by USI graduate faculty and

vetted by professional educators from school corporations in the Evansville area. The USI Ed. D. program will:

1. Prepare leaders who demonstrate an understanding of the varied dimensions of the relationship among schools, community well-being, and the overall effectiveness of democracy by proposing solutions to community-based problems.
2. Prepare leaders who cultivate and utilize a range of curricular and instructional resources available in all communities.
3. Prepare leaders who effectively solve problems associated with planning, administration, professional practice, and school/organization improvement by analyzing data, synthesizing information, and applying critical thinking skills.
4. Prepare leaders who demonstrate skills for designing, critiquing, and implementing relevant research to affect practice, advance social justice, and enact effective organizational change.
5. Prepare leaders who effectively manage issues surrounding school policy and improvement including, coaching, teacher leadership, and best practices in community-based teaching and learning.
6. Prepare leaders who demonstrate an understanding of ethical and legal considerations of leadership.
7. Prepare leaders who demonstrate an understanding of the complex interplay of sociocultural variables that can affect traditional measures of school achievement by explaining these variables to lay audiences.
8. Prepare leaders who demonstrate leadership behaviors such as effective strategic thinking/planning, collaboration, problem solving, reflection, and consensus building.

d. Assessment

Embracing service to students as a founding principle of the proposed Ed. D. program makes it imperative that student progress be systematically monitored, a process that would simultaneously enhance our ability to effectively assess program quality. To accomplish this, two components are proposed: 1) A student performance evaluation form will be created and completed by each faculty member for every student enrolled in his or her class. This way a clear picture of student progress is accumulated, strengths and weaknesses, etc., that goes considerably beyond the slow accrual of letter grades throughout the coursework phase of the program. And, 2) a series of key assessments will be built into particular courses throughout the program. These assessments should demonstrate student growth related to the eight identified outcomes—and therefore become a crucial piece of program assessment. Graduate faculty members in the Teacher Education Department have mapped the outcomes to program coursework (see Appendix C). In some courses, outcomes are engaged at merely a “recognition level,” while others are addressed at “comprehensive level,” and still others may be addressed at a “deep level.” Every course that addresses a program outcome at a deep level will contain a

key assessment. Each faculty member who serves as lead faculty for a course containing a key assessment will orchestrate scoring workshops for adjunct faculty who might teach that class.

Student performance evaluation forms will be shared with student advisors, so they can keep track of student progress and receive early notice of issues or trends related to student performance. Key assessment data will be used to assess the degree to which the components of the program are accomplishing what they are intended to accomplish. The Ed. D. program director will be charged with collecting key assessment data and orchestrating formal program assessment procedures. Individual graduate faculty on the USI campus who play leadership roles related to a particular course will be charged with monitoring the instructional performance of adjunct faculty teaching in the program.

Another academic quality dimension includes orchestrated attention to relevant scholarship attending to course topics in the form of a requirement to produce annotated bibliographies. In this way students will consistently engage with cutting-edge scholarship, become conversant with it, all while acquiring a foundational basis for recognizing where they might make an original scholarship contribution (in the form of a dissertation). Further, this programmatic component will set the stage for the comprehensive examination as students ready themselves for the final phase of the program.

As students approach the end of their coursework, they will submit a comprehensive, critical analysis of all the research literature dealing with some facet of community-based educational leadership to be mutually determined by a student and his or her dissertation advisor. This review will serve as the “comprehensive exam,” and will be scored by a committee composed of graduate faculty members from the Teacher Education Department and affiliated adjunct faculty members. Additionally, students will “defend” their exam, orally, while meeting with committee members.

Dissertation topics will demonstrate a clear connection between research questions and the community-based focus of the program. Further, because of the program focus, dissertation committees will be composed of three faculty members (one of whom must be a tenured or tenure-track member of the Teacher Education Department), and one “community professional,” e. g. a veteran school teacher, a community foundation professional, a school principal, a city manager, etc. The task of the community professional will be to keep the focus of the research connected to the school-community connection.

Recognizing that most educational research is undertaken by teams of researchers, the USI Ed. D. program will encourage students to undertake significant dissertation projects in small teams, although this will not be a requirement. Students who wish to work alone in a more traditional dissertation mode, will be allowed to do so. Again, despite the growing popularity of the concept of community-based education, there is a void in available research related to it. The USI Ed. D. program will become a national leader by making a very needed contribution, serving as a kind of scholarship clearinghouse on the topic.

The residency requirement for USI Ed. D. students will be met by face-to-face coursework two weekend meetings per term for core and concentration coursework. For students taking the program exclusively online, the residency requirement will be met by a summer stay on campus. While the cohort model tends to minimize occurrences of “stop out” students, the traditional seven-year limit for doctoral coursework will apply to this program. Further, when students reach the dissertation phase, a “continuous enrollment” policy will be in force, meaning that if a student wishes to extend the deadline for completing and defending the dissertation they must continuously enroll for a minimum of one dissertation research credit hour per term (five per year) after the designated nine hours for program completion have been taken.

e. Licensure and Certification

Students pursuing the administrative leadership track in the proposed Ed. D. program may acquire a district leadership license, following all requirements laid out by the Indiana Department of Education.

f. Placement of Graduates

The proposed Ed. D. program is designed to be a program for working professionals, so the placement concern differs significantly from programs designed for undergraduates. However, the acquisition of a doctoral degree will position students for career shifts (examples include moving from the classroom to administration, or from administration into higher education).

g. Accreditation

The curricular plan for the proposed Ed. D. program includes strict attention to the applicable standards from the National Policy Board for Educational Administration and from the Council for the Accreditation of Educator Preparation (CAEP), as well as Indiana Educator Standards. The program will be submitted to the Indiana Department of Education for approval. The program is included as an advanced program of the Teacher Education Unit with accreditation coming from CAEP. When sufficient data is compiled from key assessments, a program review will be submitted to the appropriate specialty professional association: Educational Leadership Constituent Council (ELCC).

What follows is the course outline (see Appendix D for course descriptions):

Research Methods

EDLE 705 Introduction to Educational Research	3 cr.
EDLE 706 Statistical Literacy for School Administrators	3 cr.
EDLE 707 Survey of Qualitative Methods	3 cr.
EDLE 708 Action Research Methods	3 cr.

TOTAL: 12 credits

Core

EDLE 725 Becoming a Community-Based Educational Leader	3 cr.
EDLE 726 Legal and Ethical Issues for Educational Leaders	3 cr.
EDLE 727 Special Education Policy and Practice	3 cr.
EDLE 728 Evaluating School Effectiveness through a Community Lens	3 cr.
EDLE 731 Analyzing Race, Class, and Gender Dynamics in American Schooling	3 cr.
EDLE 732 Creating Community-Based Curricular Change	3 cr.

TOTAL: 18 credits**Concentrations (*Select one*)****Administrative Leadership**

EDLE 755 Orchestrating a Community-Based Educational Vision	3 cr.
EDLE 756 School Personnel Mgt.	3 cr.
EDLE 757 Analytical Decision-Making	3 cr.
EDLE 758 School Finance	3 cr.
EDLE 760 Internship in School District Admin	3 cr.

TOTAL: 15 credits**Pedagogical Leadership**

EDLE 761 Instructional Theory	3 cr.
EDLE 762 Curriculum Theory	3 cr.
EDLE 763 Community-based Curriculum and Instruction	3 cr.
EDLE 764 Literacy and Technology in 21 st Century Schools	3 cr.
EDLE 770 Seminar/Internship in Teacher Leadership	3 cr.

TOTAL: 15 credits**Dissertation**

EDLE 800 The Research Proposal	3 cr.
EDLE 805 Seminar in Community-Based Educational Research	3 cr.
EDLE 899 Independent or Group Research	9 cr.

TOTAL: 15 credits**PROGRAM TOTAL: 60 credits post-master's degree in education*****Projected Headcount and FTE Enrollment and Degrees Conferred***

The program has been constructed to accommodate working professionals taking one class/experience per term over four years. Cohorts will be admitted each fall. As the table

indicates below, we project cohorts will consist of 10 to 15 students. At the end of five years, we estimate that we will confer 22 degrees.

Enrollment Projections	Year 1 FY 2018	Year 2 FY 2019	Year 3 FY 2020	Year 4 FY 2021	Year 5 FY 2022
New Students	10	12	13	14	15
Total Students	10	22	35	49	54
Projected Degrees Conferred	0	0	0	10	12

Report a table for each campus or off-campus location at which the program will be offered.

There is only one USI campus location.

If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degree conferred across all locations, should be provided.

Not applicable.

If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

The program will not take more than five years to be fully implemented.

Endnotes

ⁱ Recognizing this burden, the Carnegie Foundation for the Advancement of Teaching, headed by Lee Shulman, launched a systematic effort to re-design the preparation of educational leaders in 2007. Known as CPED, the Carnegie Project on the Education Doctorate established a series of guiding principles, each of which is central to the proposed USI Ed. D. program:

- 1) Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- 2) Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- 3) Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- 4) Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- 5) Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- 6) Emphasizes the generation, transformation, and use of professional knowledge and practice.

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COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM C-2:

Doctor of Philosophy in Electrical and Computer Engineering to be offered by Purdue University at Indiana University-Purdue University Indianapolis

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy in Electrical and Computer Engineering to be offered by Purdue University at Indiana University Purdue University Indianapolis in accordance with the background discussion in this agenda item and the Program Description.

Background

Review Process. The Academic Affairs and Quality Committee discussed this program at its July 28, 2017 meeting and reacted favorably to the proposal.

Similar Programs in Indiana. In the *independent* or private non-profit sector, only the University of Notre Dame offers programs in this area: a Ph.D. in Electrical Engineering and a Ph.D. in Computer Science and Engineering (the University has not submitted data to the Commission for this program).

No institution in the *proprietary* or private for-profit sector offers a Ph.D. in Electrical or Computer Engineering.

Within the *public* sector, Purdue University West Lafayette offers a Ph.D. in Electrical and Computer Engineering, which enrolled 507 headcount or 349 FTE students and had 80 graduates in FY2016.

Related programs at Indiana University Purdue University Indianapolis. Students at IUPUI are currently able to take all of the coursework and do all of the research needed to complete a Ph.D. in Electrical and Computer Engineering in Indianapolis. In fact, this has been the case since 2003, and since then, a total of 35 students have been enrolled in the program and 11 have graduated, the first of whom in 2007. However, because the IUPUI program in Electrical and Computer Engineering was not considered to be “independent” or “autonomous” of the related program at West Lafayette, graduates from the program were counted in the totals for the West Lafayette programs.

Purdue University now proposes that the IUPUI program be recognized as being “independent” of the related West

Lafayette programs and “site approved” for IUPUI, and that all Ph.D. graduates in Biology and Chemistry and Chemical Biology be reported for IUPUI. An “independent” status would also mean that certain current restrictions would be relaxed. For example, it will no longer be necessary for students to take at least half of their courses and all dissertation credits on the West Lafayette campus, as is presently the case. In addition, instead of the composition of the dissertation committee being mandated to include West Lafayette faculty, the committee will reflect faculty members whose backgrounds are most germane to the student’s research interests and objectives.

Previous CHE Action. Giving site approval to a non-autonomous doctoral program at IUPUI is something the Commission has done previously in order to clarify the relationship between West Lafayette and IUPUI departments as doctoral instruction and research at IUPUI matured over time and varied from department to department. On two occasions within the past two years (September 2015 and June 2016), the Commission authorized a similar transition from non-autonomous to autonomous status for six other Purdue doctoral programs at IUPUI:

- Ph.D. in Biology
- Ph.D. in Chemistry and Chemical Biology
- Ph.D. in Addiction Neuroscience
- Ph.D. in Computer Science
- Ph.D. in Mathematical Sciences
- Ph.D. in Physics

Two Additional Programs. There are only two other Purdue doctoral programs at IUPUI that presently do not have site approval: Ph.D. in Mechanical Engineering and Ph.D. in Biomedical Engineering, both in the School of Engineering and Technology. While additional information is still needed, it is anticipated that the Mechanical Engineering proposal may come to the Commission for site approval, whereas the Biomedical Engineering may be satisfied with the current arrangement.

The Commission understands that in the future, no new non-autonomous arrangements for offering a Purdue doctoral program at IUPUI will be developed, and that Commission authorization must be obtained before any new programs are developed.

PROPOSAL

DOCTOR OF PHILOSOPHY

IN

ELECTRICAL AND COMPUTER ENGINEERING

SUBMITTED BY THE DEPARTMENT OF

ELECTRICAL AND COMPUTER ENGINEERING

SCHOOL OF ENGINEERING AND TECHNOLOGY

IUPUI

Cover Page

INSTITUTION: Purdue University

CAMPUS: Indiana University Purdue University Indianapolis (IUPUI)

COLLEGE: School of Engineering & Technology

DEPARTMENT/SCHOOL: Department of Electrical & Computer Engineering

DEGREE PROGRAM TITLE: Ph.D. in Electrical & Computer Engineering

SUGGESTED CIP CODE: 14.1001

PROJECTED DATE January 1, 2018

EXECUTIVE SUMMARY

Ph.D. in Electrical & Computer Engineering
Purdue School of Engineering & Technology
Indiana University-Purdue University Indianapolis

The Purdue School of Engineering & Technology at Indiana University-Purdue University Indianapolis (IUPUI) seeks to transition its current cooperative agreement for participation in the Ph.D. Program of Purdue University for Studies in the School of Electrical and Computer Engineering to an IUPUI site-approved ECE Ph.D. degree program. The cooperative agreement entitled: "A Cooperative Agreement Between: The Purdue School of Engineering and Technology, IUPUI and The School of Electrical and Computer Engineering, Purdue University, West Lafayette," was approved in September 2003. The ECE Department at IUPUI has been successful and active in providing Ph.D. training in Indianapolis for nearly 12 years and has advanced to the stage in which a site-approved program is a logical and necessary transition for further student and faculty success, while contributing to the economic workforce needs of the State of Indiana.

Given the experience and maturity of the IUPUI ECE Department and the success of its students, the terms and conditions of the existing cooperative agreement place unnecessary limitations on the students and the faculty that it is intended to serve. Under the current agreement, IUPUI doctoral students are required to take at least half of their courses and all dissertation credits on the West Lafayette campus. All degrees are awarded by the West Lafayette campus even though the research is conducted on the IUPUI campus and supported by grants and awards to the faculty and students in Indianapolis. The proposed site approval for the Ph.D. program in Electrical & Computer Engineering at IUPUI will facilitate an enhanced venue for delivery of engineering research and training that will be unique and provide much needed support to the central Indiana community. Further, niche areas such as the Transportation Active Safety Institute will soon advance to be an internationally recognized institute. Such research institutes at IUPUI need a site approved Ph.D. offering in ECE to provide the necessary graduate student research assistants. Also, collaborations between ECE at IUPUI and West Lafayette will be strengthened based on complimentary faculty and students research interests and objectives, rather than mandated by Ph.D. student committee composition requirements as specified under the current agreement. Collaborations based on complimentary research interests/objectives can provide greater overall benefits to both campuses, such as increased access to local industry partners with an IUPUI collaborator available to reach out to the local industrial partner in a timely manner; or as an enabling bridge between faculty in West Lafayette and the expanding health/medical industry and facilities in Indianapolis. Currently, there are no other Ph.D. engineering programs in Electrical and Computer Engineering in the metropolitan Indianapolis area and none in the region with the leading research foci being pursued by the department. It is also clear that local Ph.D. training opportunities in Electrical and Computer Engineering are desired by regional employers, such as Interactive Intelligence, Raytheon, Cummins, Delphi, LHP, Rolls Royce, and NSW Crane, as well as other employers both nationally and internationally in the research areas being pursued by the department including Toyota, Delphi, Ford, BMW, and Samsung among others. Finally, a site-approved Ph.D. in ECE will also serve the goals of IUPUI by increasing the graduate research and training efforts in an area that aligns with the health science-oriented commitment of the IUPUI campus. For example, there is a strong collaboration between ECE at IUPUI and the IU School of Medicine in the area of automobile driver studies and active safety systems, including the analysis of the impact of alcohol on driver performance. The ECE Department has a strong research program that is capable of supporting the proposed Ph.D. program.

The ECE Department currently has 17 tenured/tenure-track faculty members who are committed to high quality research and teaching, with research emphasis in areas that include transportation active safety, automatic control, medical image processing, signal processing, power, renewable energy, data analytics, information intelligence, cybersecurity, and sensor technologies. Faculty research efforts have been well funded by various agencies including NSF (including NSF CAREER awards), NIH, and the Department of Defense.

PROPOSAL
Ph.D. in Electrical & Computer Engineering
Purdue School of Engineering & Technology
Indiana University-Purdue University Indianapolis,
Indianapolis, IN

Characteristics of the Program

- a) **Campus(es) Offering Program:** Indiana University-Purdue University Indianapolis (IUPUI)
- b) **Scope of Delivery Specific Sites or Statewide:** IUPUI
- c) **Mode of Delivery:** Classroom
- d) **Other Delivery Aspects:** Ph.D. students will be required to participate in research and have the option to complete internships related to their plan of study.
- e) **Academic Unit Offering Program:** School of Engineering & Technology, IUPUI
- f) **Department:** Electrical & Computer Engineering

Rationale for Program

a) Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)

IUPUI is an urban, core research campus of Indiana University and often characterized as the State of Indiana's "Health & Life Sciences" campus. There has been tremendous increase in the number of academic programs at IUPUI. In particular, there has been significant growth in Ph.D. programs, which reflects IUPUI's evolution as a research university. The Purdue School of Engineering & Technology seeks to transition from a cooperative agreement of participation in the Purdue West Lafayette ECE Ph.D. program to a site-approved doctoral degree program in Electrical & Computer Engineering at IUPUI. This transition reflects the vision for research development in the department with its ability to deliver quality specialized research as well as to mentor graduate students in these areas. Some of the niche research areas of focus in the department include transportation active safety systems, automatic control, power, renewable energy, signal processing, cybersecurity, medical imaging, data analytics, information intelligence, and sensor technologies, especially in the context of health sciences.

The proposed program will build upon the existing research strengths of the ECE Department and will leverage the resources available in Indianapolis and on the IUPUI campus to train the next generation of Electrical and Computer Engineers and enable them to actively participate in meeting industry demands, primarily, in Central Indiana but also in Indiana, the greater Midwest and the nation. The IUPUI campus vision is "to be the best urban research university by conducting world-class research, scholarship, and creative activities that develop knowledge and contribute to the economic growth and social advancement of Indiana and the nation and benefit humanity as a whole." Engineering is essential to IUPUI achieving this vision and a site-approved ECE Ph.D. program provides a unique opportunity for the department to become an active participant in this vision. Missing this opportunity will certainly translate into the organic redistribution of advanced engineering research activities across several schools. The above-mentioned factors, together with the evolution of the IUPUI campus and changes in the local economy, makes an Indianapolis-based ECE doctoral program not just an aspiration but also a pressing need in order to sustain the active participation of our department in the research and

educational enterprise of Central Indiana, the home of many engineering, information technology, life and health sciences, and manufacturing industries.

The ECE Department has been offering a site-approved MSECE degree for many years. Under the current cooperative agreement with the ECE department at Purdue University West Lafayette (PUWL), we have Ph.D. students who are members of the ECE PUWL Ph.D. program. These students have a permanent home on the IUPUI campus. They conduct research at IUPUI and take courses both at IUPUI and PUWL. However, the current agreement requires that the majority of their courses be taken at PUWL. In addition, admissions for the program are processed by PUWL. Despite these constraints, our PhD student population has maintained a level of more than 12 Ph.D. students over the past five years. This relative success can primarily be attributed to the significant subsidy of the program by the School of Engineering and Technology at IUPUI as well as the determination of the faculty members to making the program a success. Nonetheless, the lack of self-sustainability of the program has hindered its growth. Indeed, the current restrictions make it difficult for the department to grow the Ph.D. program and definitely make the program less attractive to potential Ph.D. students for whom pursuing a Ph.D. program in Indianapolis is the only possible option.

Faculty members of the ECE Department have been successfully training Ph.D. students for several years. Even prior to the adoption of the cooperative agreement between ECE and ECE PUWL, numerous faculty members were mentoring Ph.D. students at other universities. We have qualified faculty and nearly all have experience with Ph.D. mentoring and training. Furthermore, the ECE department has been the recipient of many substantial and competitive research awards. For instance, two of our faculty members are the recipient of the NSF Career Award and several have patents. Doctoral students in the ECE program at IUPUI also benefit from our campus membership in the NSF-sponsored consortium CIRTL, Center for Integration of Research, Teaching and Learning, which provides career development programs specifically for STEM-focused graduate students. In order, for the ECE department to continue to be increasingly competitive in

- the delivery of high quality research,
- the recruitment and retention of top research faculty talent, and
- in the provision of an environment conducive to faculty success,

a high quality onsite Ph.D. program that can further stimulate the research activities on campus is an absolute necessity.

b) State Rationale

Our graduate program is aligned with delivering a well-trained STEM workforce to address the needs of the State of Indiana. The growth of our master's program has been realized by a large increase in students seeking engineering degrees in response to the employment needs of STEM related industries. Today, a substantial percentage of our BSEE, BSCmpE and MSECE graduates are contributing to central Indiana's economy and industries. Indeed these alumni have been recruited in local companies such as Interactive Intelligence, Raytheon, Cummins, LHP, Rolls Royce, NSW Crane and others.

An ECE Ph.D. program in the most populous city of Indiana would be in-line with the state's vision and mission for STEM education (<https://www.istemnetwork.org/about-us/vision-missionand-goals/>). Furthermore, a site-approved ECE Ph.D. will also support research activities in the fields of health and life sciences and transportation/automotive in Central Indiana. Other areas that an ECE Ph.D. degree program will impact include automatic control, power, renewable energy, electronics, cybersecurity, medical imaging, data analytics, and sensor technologies. Moreover, a site-approved ECE Ph.D. program will reduce administrative and logistics barriers for ECE PhD students. For instance, under the current agreement, ECE PhD applicants from IUPUI need to complete 3 admission applications: one to PUWL, a second to IUPUI and a third to PUWL as a non-degree student. The latter application allows them to take the required classes at PUWL.

c) Evidence of Labor Market Need

i) National, State, or Regional Need

The enrollment in the department's M.S. program has doubled in the last five years, primarily due to growth in full-time students. This growing number of M.S. students is being recruited by central Indiana industries. We believe that a large percentage of these master degree graduates, either in Central Indiana or with ties to Central Indiana, would consider pursuing a Ph.D. program if the program was available onsite. Furthermore, we believe that a PhD program in an urban area will a) allow greater face-to-face-interaction between PhD students and industry, b) promote growth in co-op opportunities for students and c) provide a pool of resources for industries experiencing shortage in their highly technical workforce. Finally, an urban PhD program is a flexible venue and will inspire surrounding industries to encourage their current employees to pursue a doctoral degree as a means for professional development without the hardship of extended leaves.

ii) Preparation for Graduate Programs or Other Benefits A Ph.D. in Electrical & Computer Engineering is a terminal degree.

iii) Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data

The US Department of Labor indicates that job outlook in hardware computer engineering and electrical engineering will achieve slight and little growth from 2014 to 2024, respectively. These are national trends that may not be locally relevant. Furthermore, the report focus is on undergraduate students which may not be related to potential growth for graduate students with advanced technical skills. A counter example can be observed in the two-fold increase of our own M.S. degree enrollment over the past five years.

iv. National, State, or Regional Studies

In the *NACE Job Outlook Survey for 2016* (National Association of Colleges and Employers)¹, in their job outlook for doctoral degrees, the top five doctoral degrees for which employers expressed their greatest need are in order: i) Electrical Engineering, ii) Computer Science, iii)

¹ <http://www.nacweb.org/>

Software Engineering, iv) Computer Engineering and iv) Mechanical Engineering (with the last two tied).

v. Surveys of Employers or Students and Analyses of Job Postings

In preparation for the proposal, several employers of the ECE PhD IUPUI graduates were surveyed about potential employment of our PhD graduates. In addition, local industry was surveyed. Appendix B includes 5 letters from industry, indicating interest in the potential graduates of this proposed PhD program. A survey of job postings was also conducted. Searching the LinkedIn site, more than 1788 jobs listed a need for an electrical background with PhD and 3325 jobs indicated need for Computer engineering with PhD. Also, we searched the indeed.com web site. Again we found comparable numbers, for PhD in electrical 1832 jobs and for PhD in computer engineering 3690 jobs. Note the classification of jobs goes much deeper than our search. For example in the area of electrical engineering, we could have search for jobs using different keywords such as telecommunications, circuit design, etc. A similar argument can be made for job potential in the computer engineering area for PhD graduates.

vi) Letters of support

Letter of support from peer department at Purdue West Lafayette is provided in the appendix B. In addition five letters of support from industry are provided they include Cummins, Raytheon, Toyota, Allen institute for Brain Science, and Indiana Automotive Council

3. Cost of and Support for the Program

a) Costs

i. Faculty and Staff

The ECE department consists of 17 tenured/tenure-track faculty, as well as one lecturer. The department is supported by 4 staff, which includes one lab technician. One of the ECE staff duties includes responsibility as ECE graduate program coordinator. Responsibilities includes graduate admission, as well as thesis review and graduate plan of study audits. No additional faculty and staff are needed to implement the proposed PhD program. Any future additions to the faculty and staff will be related to the needs of our growing undergraduate and masters programs and not the PhD program.

ii. Facilities

No additional facilities will be needed; the facilities that are necessary for the PhD program are already in place.

iii. Other Capital Costs (e.g. Equipment)

No additional equipment will be needed.

b) Support

i. Nature of Support (New, Existing, or Reallocated)

The support will be based on the following: (i) *Faculty funded projects*. In the preproposal we outlined the number of funded RAs for example in Fall 2016, the ECE department at IUPUI had 29 student academic appointments (RAs, TAs, etc.). Currently most of our RAs are MSECE students. With an onsite PhD program faculty will opt to use PhD students due to the quality. (ii) *Redirecting current department funds*. The department received a graduate student funding from

our School in our base budget. We will redirect much of this amount from supporting research masters students to supporting PhD students (this will be able to support 4 students). (iii) *Increase support from school.* The school will direct greater amount of funds towards the PhD program. The Dean of the School of Engineering & Technology has indicated additional support will be provided for an on-site PhD program. Observe that under the current cooperative agreement, only a very small amount of credit hours for the IUPUI PhD students were taken on the IUPUI campus. In fact, for most of the IUPUI ECE PhD students, they take more than 80% of credit hours were taken at Purdue West Lafayette.

ii. Special Fees above Baseline Tuition

There will be no special fee.

4. Similar and Related Programs

a) List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

There is only one ECE PhD program (Purdue West Lafayette) in Indiana. Indiana University (IUB) initiated a PhD program Intelligent Systems Engineering in August 2015.

There are a number of ECE PhD programs in surrounding states including Louisville University, Illinois University, University Illinois Chicago, Ohio State University, University of Cincinnati, University of Michigan, Wayne State University, Michigan State University, University of Wisconsin and University of Wisconsin Milwaukee.

ii. Related Programs at the Proposing Institution

There is no program related to this proposed program. There are no existing PhD programs at Indiana University Purdue University Indianapolis in engineering.

b) List of Similar Programs Outside Indiana

Regionally there are a number of PhD programs in ECE. The PhD programs in ECE in surrounding states including Louisville University, Illinois University, University Illinois Chicago, Ohio State University, University of Cincinnati, University of Michigan, Wayne State University, Michigan State University, University of Wisconsin and University of Wisconsin Milwaukee. Regionally, all neighboring, all neighboring/nearby states have multiple PhD program in ECE.

Nationally there are many PhD programs in ECE.

The city of Indianapolis ranks among the top 28-to-35 populated metropolitan areas in the US (actual ranking will depend on the organization that defines the metropolitan area). Surveying a list of top 40 populated metropolitan areas, Indianapolis was the only metropolitan area that did not have a nearby (within 15 miles) PhD program in ECE.

c) Articulation of Associate/Baccalaureate Programs

Not applicable

d) Collaboration with Similar or Related Programs on Other Campuses

Currently the ECE department at IUPUI has a cooperative PhD agreement with the ECE department at Purdue. This allows faculty at IUPUI to supervise PhD students on the IUPUI campus. Under this agreement the students are required to have a co-chair in the ECE department at Purdue, most coursework and all dissertation credits are taken at Purdue.

5. Quality and Other Aspects of the Program

a) Credit Hours Required/Time To Completion

The proposed Ph.D. program requires 90 credit hours for completion. The program is modeled after the ECE Ph.D. program at Purdue West Lafayette, with few modifications that emphasize local strengths and capabilities.

The requirements in this proposal to both students who were admitted to the PhD program after having completed a Master's degree and to students admitted directly after their undergraduate program (called Direct Admits). At any time when requirements for PhD students with Masters degrees differs with requirements for PhD students who are Direct Admits, then the difference will be indicated clearly.

The ECE Ph.D. program at IUPUI will primarily focus on five areas. These areas are a subset of the areas offered in the ECE Ph.D. program at Purdue West Lafayette. The five areas in the ECE program at IUPUI consist of:

- Automatic Control
- Power and energy
- Communications/Signal Processing
- Computer Engineering
- VLSI and Circuit Design

Students will choose a *primary area* from the above list. A minimum of 39 graduate course credit hours (non-thesis credit hours) are needed to fulfill the course requirements of the program. These courses must include

- PhD students who are Direct Admits must complete at least 2 ECE core courses, one of which in the primary area (see Table 5-1), These requirements can only be satisfied by completing the courses at IUPUI or PUWL
- PhD Students admitted to the PhD program with a Masters degree must complete the core course in their primary area (or an equivalent course)
- 2 ECE courses (non-core) numbered 61100 or higher, and
- at least 18 graduate credit hours from the student's primary area.
- 2 graduate mathematics courses and 3 related area courses; or 3 graduate mathematics courses and 2 related area courses
- ECE 69401 seminar course
- The remaining credit hours will be satisfied by completing credit hours in ECE 69900. – PhD students must be enrolled in a research credit hour course each semester they are enrolled.

The above requirements are summarized in Table 5-2 below. In addition to these requirements, ECE 69600 (Advanced Projects) and ECE 69700 (Directed Reading) are not to appear on the Ph.D. plan of study and cannot be used to fulfill any of the Ph.D. requirements. Core course

requirements for direct Ph.D. admits can only be satisfied by taking the courses at IUPUI or PUWL.

Primary Area	Core Courses
Automatic Control	ECE 60200
Communications/Signal Processing	ECE 60000
Computer Engineering	ECE 60800
VLSI and Circuit Design	ECE 60600 or ECE 60800
Power	ECE 61000

Table 5-1: ECE core courses

PhD Students who are direct admits to PhD program must satisfy the following

Minimum Number of credit hours	90
Minimum number of graduate courses credit hours in ECE	39
Minimum number of Core courses credit hours	6
Minimum number of credit hours in primary area	18
Minimum number of ECE courses credit hours \geq 61100	6

Table 5-2: Summary of Ph.D. credit hour requirements for direct admits

Students enrolled in the Ph.D. program after the completion of a Master's degree may be able to apply some of their Master's degree course credits toward the Ph.D. degree. Evaluation of eligible Masters credit hours will be conducted on a case-by-case basis by the Head of the ECE Graduate Program (department chair) in consultation with the ECE Graduate Committee. A summary of the requirements in this case is shown in Table 5-3.

PhD Students who were admitted to the PhD program with a Masters degree satisfy the following

Minimum Number of credit hours	90*
Minimum number of graduate credit hours in primary area	18
Must have taken core course or equivalent in primary area	3
Minimum number of course credit hours taken after MS degree	18
Minimum number of ECE course credit hours \geq 61100 taken after MS degree	6

Table 5-3: Summary of Ph.D. credit hour requirements for student who enroll with masters degree

*based on case-by-case evaluation, credits hours from of the Master degree may be applied towards the Ph.D. degree

Full-time status requires enrollment in 8 credit hours per semester (fall and spring). Students who are employed 16-20 hours per week on a Student Academic Appointment are required to enroll in a minimum of 6 credit hours per semester to maintain full-time status. Typically, Ph.D. students enroll in 6-10 credit hours (combined coursework and/or research credits) up through the semester in which they complete their coursework and pass qualifying examinations. Once the student has completed all coursework, enrollment in nine-to-twelve ECE 69900 research credit hours per semester is typical. A Ph.D. student should be able to complete the program in 4 5 years (8-10 semesters). A sample plan of study is attached in Appendix A.

b) Exceeding the Standard Expectation of Credit Hours

Not applicable.

c) Program Competencies or Learning Outcomes

The Learning Outcomes for the proposed site-approved Ph.D. degree program in Electrical and Computer Engineering are:

1. Demonstrate an in-depth knowledge of general fundamental concepts (e.g., signal and image processing, communication systems, networking, wireless systems, electronic analysis and design methodologies, VLSI design, control systems, modern automatic control systems, multivariable and robust control, power and energy systems, energy conversion, software engineering, computer architecture, algorithms, programming languages, operating systems, etc.).
2. Demonstrate mastery of Electrical and Computer Engineering in at least one subdiscipline of Electrical and Computer Engineering.
3. Integrate sub-disciplines of Electrical and Computer Engineering and other disciplines as applicable in problem solving and research.
4. Search, read and synthesize peer-reviewed literature, and apply acquired knowledge in the selected field of study.
5. Present and communicate results to peers through international conference, posters, seminars and/or journal publications.
6. Develop skills to design solid methodologies, algorithms/techniques/systems, and experiments to solve general problems with real data.
7. Think critically and creatively to invent new methodologies and systems.
8. Propose original research and conduct this research independently.
9. Communicate and defend scholarly works.

d) Assessment

For the assessment of student applications and degree progress, the on-site ECE Ph.D. at IUPUI will be based on the following metrics:

1. Number of applicants and admitted students,
2. Number of students matriculating in the program,
3. Number of students supported by grants and other institutional sources,
4. Academic profiles of attendees (GPAs, GRE scores, graduate degrees, previous institutions attended, ranking in previous institution),
5. Student performance in course work,
6. Student research productivity (number of publications and presentations),
7. Awards and other special recognition,
8. Time to degree completion,
9. Number of graduating students , and
10. Student placement: Number of student employed and quality of placements

Monitoring the above metrics will be the responsibilities of the Department Chair (head of the ECE Graduate program). Each year, in early fall, the relevant data from the previous year will be collected and summarized. Each annual enrollee will be followed through to graduation; course and research work performance will be monitored on a semester-by-semester basis. To allow for

a long-term assessment of the program, awards and job placement will be followed for three to five years post-graduation. Ongoing regular assessment will also include the level of external research funding and institutional support.

e) Licensure and Certification

The Ph.D. program is not intended to prepare students for any specific licenses/certifications.

f) Placement of Graduates

Ph.D. students have access to career services provided by the School of Engineering & Technology, as well as the career services at Purdue University West Lafayette (our current masters students utilize the PUWL career services).

g) Accreditation

Accreditation is required for an ECE PhD program.

6. Projected Headcount and FTE Enrollment and Degrees Conferred (see tables provided)

See attached Table 1 and Table 2.

Table 2
Data for Question #6
Projected Headcount and FTE Enrollment and Degrees Conferred

	Year #1	Year #2	Year #3	Year #4	Year #5
	FY2018	FY2019	FY2020	FY2021	FY2022
Enrollment Projections (Headcount)	4*	10	17	25	30
Enrollment Projections (FTE)	4	9	15	22	26
Degree Completions Projection	0	0	0	0	4

*Does not count current students under the cooperated agreement that may decide to switch to the on-site PhD program rather than stay as PhD students at PWL working on the IUPUI campus. We currently have 17 in the program and expect a few more to start in Fall. 4 is new students.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM D:

Academic Degree Programs for Expedited Action

Staff Recommendation

That the Commission for Higher Education approve the following degree programs, in accordance with the background information provided in this agenda item:

- Master of Public Administration to be offered by Indiana University East
- Bachelor of Science in Sport and Recreation Management to be offered by Indiana University Kokomo
- Associate of Science in Chemistry to be offered by Ivy Tech Community College
- Associate of Science in Biology to be offered by Ivy Tech Community College
- Bachelor of Science in Cyber and Security Studies to be offered by Indiana State University

Background

The Academic Affairs and Quality Committee discussed these programs at its July 28, 2017 meeting and concluded that the proposed programs could be placed on the August 10, 2017 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, July 28, 2017.

Academic Degree Programs on Which Staff Propose Expedited Action
July 28, 2017

CHE 17-11 Master of Public Administration to be offered by Indiana University East

Proposal received on April 26, 2017

CIP Code: 44.0401

Fifth Year Projected Enrollment: Headcount – 24, FTE – 18

Fifth Year Projected Degrees Conferred: -- 12

The proposed Master of Public Administration (M.P.A.) would be offered through the School of Humanities and Social Sciences. IU East seeks to be the fourth out of five IU regional campuses to offer a master's level program in Public Affairs or Public Administration/Management (only IU Southeast does not offer such a degree). The degree is aimed at mid-career practitioners, managers, and leaders in the public and non-profit sectors, including those serving in law enforcement, probation, parole, social services, healthcare, higher education, community development, and non-profit agencies. The M.P.A., which requires 36 semester hours of credit, is to be offered in an executive, non-traditional approach that combines intensive, face-to-face weekend residencies with selected online courses, allowing a student to complete the degree in 18 months, including summers, while working full-time.

CHE 17-13 Bachelor of Science in Sport and Recreation Management to be offered by Indiana University Kokomo

Proposal received on April 26, 2017

CIP Code: 31.0504

Eighth Year Projected Enrollment: Headcount – 60, FTE – 48

Eighth Year Projected Degrees Conferred: -- 12

The proposed Bachelor of Science in Sport and Recreation Management is an interdisciplinary degree offered by the University's Division of Allied Health Sciences in collaboration with the School of Business and is aimed at providing graduates with employment opportunities in the sport, recreation, retail, and educational and fitness industries. Career opportunities for graduates include positions in sport franchises, sport and recreation facilities, participative and spectator event management, athletic apparel companies, corporate fitness programs, university athletic departments, community centers, health clubs, and sport and recreation camps.

The B.S. in Sport and Recreation Management requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. While there is no Transfer Single Articulation Pathway (TSAP), Indiana University Kokomo is working with Vincennes University and Ivy Tech Community College to determine how to maximize transferability based upon completion of the Statewide Transfer General Education Core (STGEC) with additional transferrable courses identified. Once finalized, the outcome of these discussions will be shared with the Commission.

CHE 17-14 Associate of Science in Chemistry to be offered by Ivy Tech Community College

Proposal received on May 30, 2017

CIP Code: 40.0501

Fifth Year Projected Enrollment: Headcount – 79, FTE – 61

Fifth Year Projected Degrees Conferred: -- 36

The proposed Associate of Science in Chemistry would be offered through the Liberal Arts/University Transfer Division. This program will provide a clear pathway for graduates who want to transfer to a four-year institution and pursue a baccalaureate degree in Chemistry.

The A.S. in Chemistry requires 60 semester hours of credit, thus meeting the standard credit hour expectation for associate degrees. Over the past year, faculty panels from all public two-year and four-year institutions worked to develop the Chemistry Transfer Single Articulation Pathway (TSAP). The work is now completed and the proposed A.S. in Chemistry fully articulates with baccalaureate Chemistry programs at all public universities. The Chemistry TSAP will apply to students enrolling in Fall 2017. TSAPs, which were mandated by legislation passed in 2013 and which are based on competencies and student learning outcomes, are currently in place for 17 programs: Business Administration, Computer Science, Criminal Justice, Education (Early Childhood, Elementary, Special), Electrical Engineering Technology, Human Services-Social Work, Information Technology and Informatics, Mechanical Engineering, Mechanical Engineering Technology, Nursing, Biology, Chemistry, Human Services, Psychology, and Sociology.

CHE 17-15 Associate of Science in Biology to be offered by Ivy Tech Community College

Proposal received on May 30, 2017

CIP Code: 26.0101

Fifth Year Projected Enrollment: Headcount – 492, FTE – 344

Fifth Year Projected Degrees Conferred: -- 215

The proposed Associate of Science in Biology would be offered through the Liberal Arts/University Transfer Division. This program will provide a clear pathway for graduates who want to transfer to a four-year institution and pursue a baccalaureate degree in Biology.

The A.S. in Biology requires 60 semester hours of credit, thus meeting the standard credit hour expectation for associate degrees. Over the past year, faculty panels from all public two-year and four-year institutions worked to develop the Biology Transfer Single Articulation Pathway (TSAP). The work is now completed and the proposed A.S. in Biology fully articulates with baccalaureate Biology programs at all public universities. The Biology TSAP will apply to students enrolling in Fall 2017. TSAPs, which were mandated by legislation passed in 2013 and which are based on competencies and student learning outcomes, are currently in place for 17 programs: Business Administration, Computer Science, Criminal Justice, Education (Early Childhood, Elementary, Special), Electrical Engineering Technology, Human Services-Social Work, Information Technology and

Informatics, Mechanical Engineering, Mechanical Engineering Technology, Nursing, Biology, Chemistry, Human Services, Psychology, and Sociology.

CHE 17-16 Bachelor of Science in Cyber and Security Studies to be offered by Indiana State University

Proposal received on May 30, 2017

CIP Code: 43.0303

Fifth Year Projected Enrollment: Headcount – 300, FTE – 273

Fifth Year Projected Degrees Conferred: -- 50

The proposed Bachelor of Science in Cyber and Security Studies will be offered through the Department of Criminology and Criminal Justice in the College of Arts and Sciences, which also offers a B.A./B.S. in Criminology and Criminal Justice that enrolled 924 headcount students and had 179 graduates in FY2016. The proposed program has two concentrations: (1) Cybercrime, which focuses on the ability to analyze, investigate, and respond to digital threats, and (2) Physical Security, which focuses on the ability to analyze the global complexities of providing corporate and retail security and how that impacts loss prevention and overall company procedures and operations.

The B.S. in Cyber and Security Studies requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. Indiana State, Ivy Tech Community College, and Vincennes University agree that the Transfer Single Articulation Pathway (TSAP) in Criminal Justice will provide opportunities for graduates of the Ivy Tech Community College A.S. in Criminal Justice and the Vincennes University A.S. in Law Enforcement to transfer and apply all of their credit to the B.S. in Cyber and Security Studies.

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM E-1:

Indiana University Bloomington – Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the establishment of a Regional Academic Health Center/Academic Health Sciences Building

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

Indiana University Bloomington – Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the establishment of a Regional Academic Health Center/Academic Health Sciences Building

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Indiana University Bloomington – Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the establishment of a Regional Academic Health Center/ Academic Health Sciences Building

Indiana University Bloomington – Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the establishment of a Regional Academic Health Center/Academic Health Sciences Building

STAFF ANALYSIS

Indiana University, through its Board of Trustees, requests authorization to proceed with the lease of approximately 65 acres of university owned real estate located on the Bloomington campus near the Indiana University Golf Course to Indiana University Health for the term of ninety-nine years. Indiana University Health will use the premises to construct, maintain, and operate buildings and improvements in connection with a Regional Academic Health Center (estimated construction cost of \$400 million) that will include approximately 580,000 gross square feet of replacement hospital for the current Indiana University Health Bloomington facility, related clinics, and outpatient and ambulatory spaces. The project also includes the construction of an 115,000-gross square foot facility (Academic Health Sciences Building) that will include classrooms, labs, faculty offices, and related spaces for programs in nursing, medical science, speech and hearing sciences, public health, and social work. Indiana University proposes to enter into a lease-purchase agreement (\$45,000,000) with Indiana University Health to lease the Academic Health Sciences Building back to the university. The new facility will expand and improve IU's teaching, simulation, clinical, and research facilities in Bloomington; enable the expansion of faculty research; and stimulate external grant support. In addition, the facility allows faculty and students to benefit with practical, hands-on learning experiences.

Comparable Projects: IU School of Medicine Multi-Institutional Academic Health Science and Research Center – Evansville (\$368/gsf)

Funding: This project is estimated to cost \$45,000,000 (\$391/gsf) and will be funded with \$45,000,000 in campus funds from investment income (operating funding from programs in the facility, including IU School of Medicine, School of Nursing, Speech & Hearing, and Social Work).

Additional Staff Notes:

Staff recommends approval of the project.



June 22, 2017

THE PRESIDENT

The Honorable Eric J. Holcomb
Governor, State of Indiana
206 State House
Indianapolis, Indiana 46204

Re: Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the establishment of a Regional Academic Health Center/Academic Health Sciences Building

Dear Governor Holcomb:

Pursuant to Indiana Code 21-31-4-2(b), The Trustees of Indiana University and I respectfully request your authorization to lease approximately 65 acres of university owned real estate located on the Bloomington campus near the Indiana University Golf Course to Indiana University Health (Tenant) for a term of ninety-nine (99) years.

Enclosed is a certified copy of an excerpt from the minutes of The Trustees of Indiana University meeting of December 1, 2016, wherein the Trustees approved the ground lease agreement.

The premises shall be used by the Tenant to construct, maintain, and operate buildings and improvements in connection with a Regional Academic Health Center (estimated construction cost of \$400 million) that will include approximately 580,000 gross square feet of replacement hospital for the current Indiana University Health Bloomington facility, related clinics, outpatient and ambulatory spaces; and an approximate 115,000-gross square feet of space for Indiana University Bloomington Health Sciences-related programs (estimated construction cost of \$45 million). The university has rights to approve construction architecture and location consistent with university standards.

Additionally, we propose to enter into a lease-purchase agreement with Indiana University Health to lease back the facility to the university. The cost of this lease is estimated to be \$45,000,000 and will be funded by issuing lease-purchase obligations in the lease-purchase agreement with Indiana University Health, which will be repaid with university campus funds. At such time as the lease-purchase obligations are retired, the leases will terminate and the facility, including any future capital improvements, will revert to the university from Indiana University Health.

We further request authorization to issue such lease-purchase obligations under IC 21-33-3-5 in the principal amount of which shall not exceed the sum of:

- 1) \$45,000,000 for costs of construction, renovation, equipment, and other related project components, and
- 2) Any amount required to fund a debt service fund, interest rate swap agreements, credit facilities, or insurance premiums for such certificates, interim financing, and

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812-855-4613
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The Honorable Eric J. Holcomb
June 22, 2017
Page 2

RE: Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the establishment of a Regional Academic Health Center/Academic Health Sciences Building

- 3) Costs of issuing the obligations, capitalized interest and other capitalized costs, and such other expenses as may be ordinary and necessary or incidental to such financing, and
- 4) Underwriters' and original issue discount within the limits prescribed by law.

Pursuant to IC 21-35-7-1 *et seq.* the university will enter into an agreement with Indiana University Health to develop, construct, and deliver the project for the university. All of the appropriate actions will be completed and approvals will be obtained in a timely manner. Per the statute, the award for the development, construction, and delivery of the project will not be final until approved by the governor and the State Budget Agency, upon recommendation of the budget committee.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,



Michael A. McRobbie
President

Enclosures

Submitted through the Indiana Commission for Higher Education and the State Budget Agency.

cc: Indiana Commission for Higher Education
State Budget Agency

Representative Tim Brown
Senator Luke Kenley
Representative Terry Goodin
Senator Karen Tallian
Mr. Jason Dudich
Representative Robert Cherry
Senator Ryan Mishler
Senator Greg Taylor
Representative Greg Porter
Ms. Teresa Lubbers
Mr. Andy Cummings
Mr. Dominick Chase

CERTIFIED COPY OF MEETING MINUTES
INDIANA UNIVERSITY BOARD OF TRUSTEES
BUSINESS MEETING

INDIANA UNIVERSITY BLOOMINGTON
FRIDAY, DECEMBER 1, 2016

VI. COMMITTEE ACTION ITEMS

FACILITIES AND AUXILIARIES COMMITTEE

IUB – REGIONAL ACADEMIC HEALTH CENTER/ACADEMIC HEALTH SCIENCES BUILDING (Project and Ground Lease)

Action Item: Approval of the board is requested to proceed with the design, construction, and execution of a ground lease for a joint project with Indiana University Health to create a Regional Academic Health Center that will include approximately 580,000 gross square feet of replacement hospital for the current Indiana University Health Bloomington facility, related clinics, outpatient and ambulatory spaces; and an approximate 115,000-gross square feet of space for Indiana University Bloomington Health Sciences-related programs. Indiana University will enter into a long term ground lease for approximately 65 acres on the Bloomington campus near the Indiana University Golf Course to Indiana University Health for their construction of this complex. Approximately one half of the leased site will be utilized for this current development complex, and the other half will be held for future growth. The academic space will include faculty offices, classrooms and related spaces for programs in Nursing, Medical Science, Speech and Hearing Sciences, and Social Work. Additional opportunities for collaboration and integrated learning are anticipated through flexible conference room configurations as well as special inter-professional education (IPE) spaces with high level of flexibility and configuration. The project also may include a joint centralized utility plant to serve both the complex and adjacent University buildings. Indiana University's portion of this project cost is estimated to be \$45 million and will be funded through University Funds. Project completion and opening is scheduled for 2020. Appropriate state approvals will be requested.

Unanimously approved on motion duly made and seconded.

CERTIFIED COPY OF EXCERPT FROM MINUTES
OF THE TRUSTEES OF INDIANA UNIVERSITY
INDIANA UNIVERSITY

I, Deborah A. Lemon, do hereby certify that I am the duly elected, qualified and Secretary of The Trustees of Indiana University, and as such have the duty of recording the proceedings of The Trustees of Indiana University and have the custody of the minute book in which such proceedings are recorded.

I further certify that the extract set forth in the certificate has been compared by me with the original minute as officially recorded in the minute book of said Trustees in my custody, and that the same is a full, true and correct copy of the

whole of the original minute of a regular meeting of said Trustees, duly called and held on the date indicated, at which a legally constituted quorum was present.

In Witness Whereof, I have hereunto set my hand as Secretary of The Trustees of Indiana University, this 30th day of May, 2017.


Deborah A. Lemon, Secretary

PROJECT SUMMARY AND DESCRIPTION
ACADEMIC HEALTH SCIENCES BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-15
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:			

20152914

Project Summary Description:
This project will construct an approximately 115,000-gross square foot facility to include classrooms, labs, faculty offices, and related spaces for programs in nursing, medical science, speech and hearing sciences, public health, and social work. The facility will be located on the Bloomington campus south of the Indiana University Golf Course and next to the State Road 45/46 Bypass. Opportunities for collaboration and integrated learning are anticipated through flexible room configurations as well as interprofessional education spaces outfitted with state-of-the-art technology.

Summary of the impact on the educational attainment of students at the institution:
The Bloomington campus has the largest collection of health sciences programs in the state outside of Indianapolis. This new facility will expand and improve IU's teaching, simulation, clinical, and research facilities in Bloomington, enable the expansion of faculty research, and stimulate external grant support. Faculty and students will benefit from use of the interprofessional education model with practical, hands-on learning experiences available at the co-located IU Health facility. Health sciences programs currently housed in multiple buildings will be moved into this collaborative setting with opportunities to increase student enrollments, therefore providing the state with an increased supply of highly-trained health professionals to serve growing demand.

Project Size:	115,000 GSF	69,000 ASF	60% ASF/GSF
Net change in overall campus space:	115,000 GSF	69,000 ASF	

Total cost of the project (1):	\$ 45,000,000	Cost per ASF/GSF:	\$ 391 GSF
			\$ 652 ASF

Funding Source(s) for project (2): \$ 45,000,000 Campus Funds - Investment Income
(Ongoing funding from programs housed in facility, including IU School of Medicine, School of Nursing, Speech & Hearing, and Social Work)

Estimated annual debt payment (4): \$ 3,844,057

Are all funds for the project secured:

Estimated annual change in cost of building operations based on the project: \$ 920,000

Estimated annual repair and rehabilitation investment (3): \$ 675,000

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

CHE AGENDA 83

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
ACADEMIC HEALTH SCIENCES BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-15
Campus:	Bloomington	Institutional Priority:	

20152914

Description of Project

This project will construct an approximately 115,000-gross square foot facility to include classrooms, labs, faculty offices, and related spaces for programs in nursing, medical science, speech and hearing sciences, public health, and social work. The facility will be located on the Bloomington campus south of the Indiana University Golf Course and next to the State Road 45/46 Bypass. Opportunities for collaboration and integrated learning are anticipated through flexible room configurations as well as interprofessional education spaces outfitted with state-of-the-art technology.

Relationship to Other Capital Improvement Projects: This project will be coordinated with the renovation of the nearby Indiana University Golf Course.

Historical Significance: This project does not have historical significance.

Alternatives Considered: Construction of this facility in cooperation with IU Health was determined to be the best option to co-locate Bloomington campus health sciences programs with practical, hands-on learning experiences, as well as accommodate enrollment growth for these programs.

Relationship to Long-Term Capital Plan for Indiana University: This project is consistent with the university's Bicentennial Strategic Plan which calls for investment in health sciences education and research, and the Bloomington Campus Master Plan which anticipates growth of the nearby Technology Park and related facilities along the State Road 45/46 Bypass.

Need and Purpose of the Program

The Bloomington campus has the largest collection of health sciences programs in the state outside of Indianapolis. This new facility will expand and improve IU's teaching, simulation, clinical, and research facilities in Bloomington, enable the expansion of faculty research, and stimulate external grant support. Faculty and students will benefit from use of the interprofessional education model with practical, hands-on learning experiences available at the co-located IU Health facility. Health sciences programs currently housed in multiple buildings will be moved into this collaborative setting with opportunities to increase student enrollments, therefore providing the state with an increased supply of highly-trained health professionals to serve growing demand.

Space Utilization

This project will create new classroom, lab, office, and health care space.

Comparable Projects

The IU School of Medicine Multi-Institutional Academic Health Science and Research Center - Evansville was estimated at \$368/gsf.

Background Materials

The IU Board of Trustees approved the ground lease between Indiana University and Indiana University Health at the December 2016 meeting. Indiana University will enter into a lease-purchase agreement with Indiana University Health to lease back the Academic Health Sciences Building to the university. The annual cost of this lease will be \$3,844,057.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR ACADEMIC HEALTH SCIENCES BUILDING

ACADEMIC HEALTH SCIENCES BUILDING A-1-17-1-15	Current Space in Use	Space Under Construction (1)	Space Planned and Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
<u>A. OVERALL SPACE IN ASF</u>							
Classroom (110 & 115)	353,677	29,690		383,367		17,797	401,164
Class Lab (210,215,220,225,230,235)	423,103	13,850		436,953		7,195	444,148
Non-class Lab (250 & 255)	507,860	580		508,440		4,192	512,632
Office Facilities (300)	1,724,124	64,278		1,788,402		26,789	1,815,191
Study Facilities (400)	581,978	1,976		583,954		609	584,563
Special Use Facilities (500)	369,375	16,717		386,092			386,092
General Use Facilities (600)	473,589	40,784		514,373		160	514,533
Support Facilities (700)	236,311	1,633		237,944		1,453	239,397
Health Care Facilities (800)	23,719	-		23,719		10,808	34,527
Resident Facilities (900)	54,734	-		54,734			54,734
Unclassified (000)	200,424	11,750		212,174			212,174
<u>B. OTHER FACILITIES</u> (Please list major categories)							
TOTAL SPACE	4,948,894	181,258	-	5,130,152	-	69,003	5,199,155

Notes:

(1) Represents Luddy Hall School of Informatics & Computing 81,250 asf; Kelley School of Business Career Services 20,780 asf; Memorial Stadium Excellence Academy 49,590 asf; Wells Quad-Goodbody Addition, 7,758 asf and Marching 100 Hall, 21,880 asf.

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS
ACADEMIC HEALTH SCIENCES BUILDING**

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-15
Campus:	Bloomington	Institutional Priority:	

20152914

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	December	2017
Start Construction	January	2018
Occupancy (End Date)	September	2020

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 3,600,000		\$ 3,600,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 14,400,000		\$ 14,400,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 10,800,000		\$ 10,800,000
c. Electrical	\$ 7,200,000		\$ 7,200,000
<u>Movable Equipment</u>			\$ -
<u>Fixed Equipment</u>			\$ -
<u>Site Development/Land Acquisition</u>	\$ 3,600,000		\$ 3,600,000
<u>Other (Contingency, Admin. & Legal Fees)</u>	\$ 5,400,000		\$ 5,400,000
TOTAL ESTIMATED PROJECT COST	\$ 45,000,000	\$ -	\$ 45,000,000

(1) Cost Basis is based on current cost prevailing as of: (June 2017)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS
FOR: ACADEMIC HEALTH SCIENCES BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-15
Campus:	Bloomington	Institutional Priority:	

20152914

			GSF OF AREA AFFECTED BY PROJECT	115,000
ANNUAL OPERATING COST/SAVINGS (1)				
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ 2.08	\$ 239,200		
2. Maintenance	\$ 0.56	\$ 64,400		
3. Fuel	\$ 0.64	\$ 73,600		
4. Utilities	\$ 4.00	\$ 460,000		
5. Other	\$ 0.72	\$ 82,800		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 8.00	\$ 920,000	\$ -	\$ -

Description of any unusual factors affecting operating and maintenance costs/savings.

[Redacted area]

(1) Based on figures from "Individual Cap Proj Desc" schedule

From: [Morrison, Thomas](#)
To: [Deom, Gina \(CHE\)](#)
Cc: [Chase, Dominick \(CHE\)](#)
Subject: Re: IU Capital Questions
Date: Monday, July 24, 2017 1:03:09 PM

Gina and Dom, please see my answers below. As always please feel free to follow up as needed.

Thanks,
Tom

From: "Deom, Gina (CHE)" <GDeom@che.in.gov>
Date: Thursday, July 20, 2017 at 4:35 PM
To: "Morrison, Thomas" <morrisot@indiana.edu>
Cc: Dominick Chase <DChase@che.in.gov>
Subject: IU Capital Questions

Hi Tom,

See our questions below on the capital project submissions. Let us know if you have any questions or concerns.

A-1-17-2-01: Old Crescent Renovation – Phase III

- Has anything changed about this project or the planning of this project since it was last submitted through the request process for the 2017-19 biennial budget? NO, NOTHING HAS CHANGED SINCE OUR ORIGINAL SUBMITTAL LAST YEAR.

A-0-17-2-04: Regional Campuses – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance

- Has anything changed about this project or the planning of this project since it was last submitted through the request process for the 2017-19 biennial budget? NO, NOTHING HAS CHANGED SINCE THE ORIGINAL SUBMITTAL, OTHER THAN THE SIZE OF THE APPROPRIATION WAS REDUCED SIGNIFICANTLY. THUS, WE HAVE RE-SCOPED THE PROJECT BUDGETS ACCORDINGLY AND THAT IS REFLECTED IN OUR CURRENT REQUEST.

A-1-17-1-15: Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the Establishment of a Regional Health Center/Academic Health Sciences Building

- Can you please elaborate more on the revenue sources that are included in “university campus funds?” THE FUNDS FOR THE BUILDING OF THIS PROJECT ARE CAMPUS FUNDS SOURCED FROM INVESTMENT INCOME. FURTHER COSTS ASSOCIATED WITH THIS PROJECT AND ITS OPERATION WILL BE FUNDED BY THE UNITS TO OCCUPY THE BUILDING (SCHOOL OF MEDICINE, SCHOOL OF NURSING; SPEECH AND HEARING; AND SOCIAL WORK.

- In the submission, it is mentioned that half of the lease will be held for future growth. Is the plan for that to be used for further growth of academic space, office space, etc.? THE PLANNED GROWTH WITHIN THE GROUND LEASE REFLECTS POTENTIAL LONG TERM GROWTH OF THE HOSPITAL AND CLINICAL SPACE TIED TO IU HEALTH.
- What are the current enrollment levels of students in the health sciences programs who would be served by the new Academic Health Sciences Building? Do you anticipate enrollment growth by 2020 when the building is scheduled to open? How many skilled faculty are employed in the health sciences programs?

Approximately 2,400 of the roughly 8,000 currently-enrolled IUB health sciences students will be served by the RAHC.

- o Enrollment growth is anticipated to increase by approximately 30% to be served by the RAHC.
- o Approximately 100 faculty from Medicine, Nursing, Social Work, and Speech & Hearing Sciences will be housed in the RAHC, of the approximately 500 total IUB health sciences faculty.
- o The faculty/students to be housed/served by the RAHC are from a subset of IUB health sciences programs: Medicine, Nursing, Social Work, and Speech & Hearing Sciences. Medicine and Speech & Hearing Sciences will hold only 500 level and above courses in the RAHC. These two programs also serve a substantial population of undergraduates who will be taught on the main campus by faculty who will be housed in the RAHC.

A-2-17-2-13: Primary Care Center Renovation

- In what year was the Primary Care Center originally constructed? APPROXIMATELY 1996.

A-1-17-2-14: Golf Course Renovation

- How many collegiate golf tournaments and other athletic events (cross country meets etc.) for the college are currently hosted at the current course? What are the typical revenues of those events?

The goal of both our men's and women's golf programs is to host one major tournament a season at our home course with approximately fifteen teams participating in each tournament. We were able to schedule two tournaments this past year; however, it has been extremely difficult to field a tournament in recent years (particularly with any Power 5 Conference schools participating) due to the current condition of the golf course. Additionally, both programs anticipate hosting as many post season NCAA Tournament events as possible if we are able to complete the renovation of the existing Championship Course. All of these events are cost neutral, and as is typical with golf programs around the country, we do not charge a spectator fee. The highest volume of athletic events on the course would be from the men's and women's golf programs utilizing an improved, renovated golf course as a team

practice site. Both teams anticipate playing as many practice rounds as the weather permits (within NCAA time demands guidelines) at the new course, which will be a cost savings to IU Athletics. As a result of the current condition of the golf course, both our men's and women's golf programs travel off campus to various golf courses in the region to practice on higher quality facilities, which costs both programs valuable time and budgetary funds.

- Regarding cross country, IU Athletics typically hosts three men's and three women's cross country meets annually with each meet being cost neutral. We do not charge a spectator fee, as is consistent with similar cross country events around the country. Additionally, we apply to host as many Big Ten Conference and NCAA Cross Country Championships as we can and typically have hosted one or more of these events every two to three years.

- The construction start dates for the Academic Health Sciences Building and Golf Course Renovation only differ by 3 months, and both projects are interrelated. Have any costs been factored in related to potential delays in one project that may affect the other project? WHILE THE PROJECTS ARE ON ADJACENT PROPERTY, THEY ARE NOT TIED TOGETHER AND DELAY ON ONE WILL NOT EFFECT THE OTHER. THE ONLY POTENTIAL ISSUE WOULD BE CONSTRUCTION TRAFFIC AND DISRUPTION IN THE AREA.

Thanks,
Gina

Gina Deom

Director of Financial Analysis
Indiana Commission for Higher Education
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-4206
(317) 232-5207
gdeom@che.in.gov
www.in.gov/che

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM E-2:

Indiana University-Bloomington – Golf Course Renovation

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

Indiana University-Bloomington – Golf Course Renovation

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Indiana University-Bloomington – Golf Course Renovation

Indiana University-Bloomington – Golf Course Renovation

STAFF ANALYSIS

Indiana University, through its Board of Trustees, requests authorization to proceed with the renovation of the Indiana University Golf Course facility, located northeast of the State Road 45/46 Bypass on the Bloomington campus. The project will reconfigure the existing 18-hole championship and 9-hole par three courses into a new 18-hole championship course and driving range, and also construct a new clubhouse. The existing driving range will be developed into the neighboring IU Health Regional Academic Health Campus facilities. The course will be designed for tournament play, allowing increased opportunities to host such events for the community and Indiana University's varsity golf programs.

Comparable Projects: Because of the unique nature of this project, no comparisons are available.

Funding: This project is estimated to cost \$12,000,000 (\$377/gsf) and will be funded with gifts through the Indiana University Foundation or other Athletics revenues.

Additional Staff Notes:

Staff recommends approval of the project.



June 22, 2017

THE PRESIDENT

The Honorable Eric J. Holcomb
Governor, State of Indiana
206 State House
Indianapolis, Indiana 46204

RE: Golf Course Renovation
Indiana University Bloomington
A-1-17-2-14

Dear Governor Holcomb:

The Trustees of Indiana University and I respectfully request authorization to proceed with renovation of the Indiana University Golf Course facility, located northeast of the State Road 45/46 Bypass on the Bloomington campus. This project is estimated to cost \$12,000,000 and will be funded through gifts through the Indiana University Foundation or other Athletics revenues.

The university expects to fund the construction of the project with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5, which would be repaid from gifts or other Athletics revenues. The principal amount of such borrowing would not exceed the sum of (i) \$12,000,000 for costs of construction, renovation, equipment and other related project components and, (ii) any amounts required to fund a debt service fund, interest rate swap agreements, credit facilities or bond insurance premiums, (iii) costs of issuing the debt, capitalized costs, short term or interim financing instruments, and such other expenses as may be ordinary and necessary or incidental to such financing, and (iv) underwriters' and original issue discount within the limits prescribed by law.

This project reconfigure the existing 18-hole championship and 9-hole par three courses into a new 18-hole championship course and driving range, and also construct a new clubhouse. The renovation will provide play on new, challenging holes that take advantage of the existing topography while utilizing ecological and sustainable design and maintenance methods.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A blue ink handwritten signature of Michael A. McRobbie, consisting of a stylized 'M' and 'A' followed by a horizontal line.

Michael A. McRobbie
President

Submitted though the Indiana Commission for Higher Education and the State Budget Agency.

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The Honorable Eric J. Holcomb

June 22, 2017

Page 2

RE: Golf Course Renovation
Indiana University Bloomington
A-1-17-2-14

cc: Indiana Commission for Higher Education
State Budget Agency

Representative Tim Brown
Senator Luke Kenley
Representative Terry Goodin
Senator Karen Tallian
Mr. Jason Dudich
Representative Robert Cherry
Senator Ryan Mishler
Senator Greg Taylor
Representative Greg Porter
Ms. Teresa Lubbers
Mr. Andy Cummings
Mr. Dominick Chase

PROJECT SUMMARY AND DESCRIPTION
GOLF COURSE RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-14
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:			

20165059

Project Summary Description:

Indiana University proposes to renovate the Indiana University Golf Course facility, located northeast of the State Road 45/46 Bypass on the Bloomington campus. The facility currently occupies 250 acres. The renovation will reconfigure the existing 18-hole championship and 9-hole par three courses into a new 18-hole championship course and driving range, and also construct a new clubhouse. The existing driving range will be developed into the neighboring IU Health Regional Academic Health Campus facilities. The renovation will provide play on new, challenging holes that take advantage of the existing topography while utilizing ecological and sustainable design and maintenance methods.

Summary of the impact on the educational attainment of students at the institution:

The renovation will provide the campus and Bloomington community a distinctive course in an upgraded facility equal to or exceeding other collegiate venues of Indiana University's size and scale. The course will be designed for tournament play, allowing increased opportunities to host such events for the community and Indiana University's varsity golf programs. Following the renovation, the course will remain open and accessible as a public facility operated by Indiana University. Consideration for use by Indiana University's varsity cross country teams also will be made, and the Indiana University Research and Teaching Preserve at Griffy Woods will be preserved and protected.

Project Size: 5,300 GSF* 3,551 ASF 67% ASF/GSF

Net change in overall campus space: -862 GSF -578 ASF

*GSF denotes clubhouse; golf course facility encompasses 250 acres

<u>Total cost of the project (1):</u>	\$ 2,000,000	Clubhouse	Cost per ASF/GSF:	\$ 377	GSF*
	\$ 10,000,000	Golf Course		\$ 563	ASF

*GSF denotes clubhouse; golf course facility encompasses 250 acres

Funding Source(s) for project (2): \$ 12,000,000 Gifts through the Indiana University Foundation
or other Athletics Revenues

Estimated annual debt payment (4): \$ 1,025,082

Are all funds for the project secured:

Estimated annual change in cost of building operations based on the project: \$ -

Estimated annual repair and rehabilitation investment (3): \$ -

- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 - (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 - (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
 - (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
GOLF COURSE RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-14
Campus:	Bloomington	Institutional Priority:	
20165059			

Description of Project

Indiana University proposes to renovate the Indiana University Golf Course facility, located northeast of the State Road 45/46 Bypass on the Bloomington campus. The facility currently occupies 250 acres. The renovation will reconfigure the existing 18-hole championship and 9-hole par three courses into a new 18-hole championship course and driving range, and also construct a new clubhouse. The existing driving range will be developed into the neighboring IU Health Regional Academic Health Campus facilities. The renovation will provide play on new, challenging holes that take advantage of the existing topography while utilizing ecological and sustainable design and maintenance methods.

The facility opened in 1959, and while the golf hole layouts were renumbered after construction of a new clubhouse in 1978, the layouts themselves remain of the original design. Over the years, the bunkers have been refurbished and a watering system installed, but significant work is needed to bring the course up to current standards for play and maintenance.

Ecological and sustainable methods will be utilized to better integrate the course with the surrounding landscape and terrain. Considerable areas will be returned to natural landscape with flowering native plant species and other forms of woodlands. These areas will be integrated with storm water management needs and desires to create a thoughtful and complete system compared to the existing course. For example, native grasses will assist with water filtration, and recent advances in turf maintenance technology will promote safer and healthier maintenance methods.

Relationship to Other Capital Improvement Projects: This project will be coordinated with the construction of the IU Health Regional Academic Health Campus facilities, to be located south of the current golf course.

Historical Significance: Indiana University does not consider this facility to be historically significant.

Alternatives Considered: Renovation of this existing facility in its current location was determined to be the most responsible option.

Relationship to Long-Term Capital Plan for Indiana University: This project is consistent with the Athletics Master Plan for the Bloomington campus.

Need and Purpose of the Program

The renovation will provide the campus and Bloomington community a distinctive course in an upgraded facility equal to or exceeding other collegiate venues of Indiana University's size and scale. The course will be designed for tournament play, allowing increased opportunities to host such events for the community and Indiana University's varsity golf programs. Following the renovation, the course will remain open and accessible as a public facility operated by Indiana University. Consideration for use by Indiana University's varsity cross country teams also will be made, and the Indiana University Research and Teaching Preserve at Griffy Woods will be preserved and protected.

Space Utilization

This project will not significantly change the overall utilization of space.

Comparable Projects

Because of the unique nature of this project, no comparisons are available.

Background Materials

The IU Board of Trustees approved this project at its June 2017 meeting. Project construction will be funded with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5. The cost of the lease will be \$12,000,000, with annual payments of \$1,025,082.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR GOLF COURSE RENOVATION

GOLF COURSE RENOVATION - A-1-17-2-14	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
<u>A. OVERALL SPACE IN ASF</u>							
Classroom (110 & 115)	411,099	29,690		440,789			440,789
Class Lab (210,215,220,225,230,235)	449,011	13,850		462,861			462,861
Non-class Lab (250 & 255)	549,422	580		550,002			550,002
Office Facilities (300)	1,833,674	64,278		1,897,952	842	724	1,897,834
Study Facilities (400)	583,662	1,976		585,638			587,258
Special Use Facilities (500)	369,375	16,717		386,092	1,883	1,620	385,416
General Use Facilities (600)	479,291	40,784		520,075	1,404	1,207	518,671
Support Facilities (700)	287,475	1,633		289,108			289,108
Health Care Facilities (800)	23,719	0		23,719			23,719
Resident Facilities (900)	54,734	0		54,734			54,734
Unclassified (000)	202,040	11,750		213,790			213,790
<u>B. OTHER FACILITIES</u> (Please list major categories)							
TOTAL SPACE	5,243,502	181,258	-	5,424,760	4,129	3,551	5,424,182

Notes:

(1) Figures reflect IUB campus academic asf

(2) Represents Luddy Hall School of Informatics & Computing 81,250 asf; Kelley School of Business Career Services 20,780 asf; Memorial Stadium Excellence Academy 49,590 asf; Wells Quad-Goodbody Addition, 7,758 asf and Marching 100 Hall, 21,880 asf.

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
GOLF COURSE RENOVATION

Institution:	<u>Indiana University</u>	Budget Agency Project No.:	<u>A-1-17-2-14</u>
Campus:	<u>Bloomington</u>	Institutional Priority:	

20165059

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	December	2017
Start Construction	March	2018
Occupancy (End Date)	May	2019

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 1,347,500		\$ 1,347,500
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 1,380,000		\$ 1,380,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 390,000		\$ 390,000
c. Electrical	\$ 200,000		\$ 200,000
<u>Movable Equipment</u>			
			\$ -
<u>Fixed Equipment</u>			
	\$ 25,000		\$ 25,000
<u>Site Development/Land Acquisition</u>			
	\$ 8,167,500		\$ 8,167,500
<u>Other (Contingency, Admin. & Legal Fees)</u>			
	\$ 490,000		\$ 490,000
TOTAL ESTIMATED PROJECT COST	\$ 12,000,000	\$ -	\$ 12,000,000

(1) Cost Basis is based on current cost prevailing as of: (June 2017)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS
FOR: GOLF COURSE RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-14
Campus:	Bloomington	Institutional Priority:	

20165059

				GSF OF AREA AFFECTED BY PROJECT	5,300
ANNUAL OPERATING COST/SAVINGS (1)					
		Cost per	Total	Personal	Supplies
		GSF	Operating	Services	and
			Cost		Expenses
1. Operations	\$	-	\$	-	
2. Maintenance	\$	-	\$	-	
3. Fuel	\$	-	\$	-	
4. Utilities	\$	-	\$	-	
5. Other	\$	-	\$	-	
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$	-	\$	-	\$ -

Description of any unusual factors affecting operating and maintenance costs/savings.

[Redacted area]

(1) Based on figures from "Individual Cap Proj Desc" schedule

From: [Morrison, Thomas](#)
To: [Deom, Gina \(CHE\)](#)
Cc: [Chase, Dominick \(CHE\)](#)
Subject: Re: IU Capital Questions
Date: Monday, July 24, 2017 1:03:09 PM

Gina and Dom, please see my answers below. As always please feel free to follow up as needed.

Thanks,
Tom

From: "Deom, Gina (CHE)" <GDeom@che.in.gov>
Date: Thursday, July 20, 2017 at 4:35 PM
To: "Morrison, Thomas" <morrisot@indiana.edu>
Cc: Dominick Chase <DChase@che.in.gov>
Subject: IU Capital Questions

Hi Tom,

See our questions below on the capital project submissions. Let us know if you have any questions or concerns.

A-1-17-2-01: Old Crescent Renovation – Phase III

- Has anything changed about this project or the planning of this project since it was last submitted through the request process for the 2017-19 biennial budget? NO, NOTHING HAS CHANGED SINCE OUR ORIGINAL SUBMITTAL LAST YEAR.

A-0-17-2-04: Regional Campuses – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance

- Has anything changed about this project or the planning of this project since it was last submitted through the request process for the 2017-19 biennial budget? NO, NOTHING HAS CHANGED SINCE THE ORIGINAL SUBMITTAL, OTHER THAN THE SIZE OF THE APPROPRIATION WAS REDUCED SIGNIFICANTLY. THUS, WE HAVE RE-SCOPED THE PROJECT BUDGETS ACCORDINGLY AND THAT IS REFLECTED IN OUR CURRENT REQUEST.

A-1-17-1-15: Ground Lease and Lease of Space Agreement between The Trustees of Indiana University and Indiana University Health for the Establishment of a Regional Health Center/Academic Health Sciences Building

- Can you please elaborate more on the revenue sources that are included in “university campus funds?” THE FUNDS FOR THE BUILDING OF THIS PROJECT ARE CAMPUS FUNDS SOURCED FROM INVESTMENT INCOME. FURTHER COSTS ASSOCIATED WITH THIS PROJECT AND ITS OPERATION WILL BE FUNDED BY THE UNITS TO OCCUPY THE BUILDING (SCHOOL OF MEDICINE, SCHOOL OF NURSING; SPEECH AND HEARING; AND SOCIAL WORK.

- In the submission, it is mentioned that half of the lease will be held for future growth. Is the plan for that to be used for further growth of academic space, office space, etc.? THE PLANNED GROWTH WITHIN THE GROUND LEASE REFLECTS POTENTIAL LONG TERM GROWTH OF THE HOSPITAL AND CLINICAL SPACE TIED TO IU HEALTH.
- What are the current enrollment levels of students in the health sciences programs who would be served by the new Academic Health Sciences Building? Do you anticipate enrollment growth by 2020 when the building is scheduled to open? How many skilled faculty are employed in the health sciences programs?

Approximately 2,400 of the roughly 8,000 currently-enrolled IUB health sciences students will be served by the RAHC.

- o Enrollment growth is anticipated to increase by approximately 30% to be served by the RAHC.
- o Approximately 100 faculty from Medicine, Nursing, Social Work, and Speech & Hearing Sciences will be housed in the RAHC, of the approximately 500 total IUB health sciences faculty.
- o The faculty/students to be housed/served by the RAHC are from a subset of IUB health sciences programs: Medicine, Nursing, Social Work, and Speech & Hearing Sciences. Medicine and Speech & Hearing Sciences will hold only 500 level and above courses in the RAHC. These two programs also serve a substantial population of undergraduates who will be taught on the main campus by faculty who will be housed in the RAHC.

A-2-17-2-13: Primary Care Center Renovation

- In what year was the Primary Care Center originally constructed? APPROXIMATELY 1996.

A-1-17-2-14: Golf Course Renovation

- How many collegiate golf tournaments and other athletic events (cross country meets etc.) for the college are currently hosted at the current course? What are the typical revenues of those events?
The goal of both our men's and women's golf programs is to host one major tournament a season at our home course with approximately fifteen teams participating in each tournament. We were able to schedule two tournaments this past year; however, it has been extremely difficult to field a tournament in recent years (particularly with any Power 5 Conference schools participating) due to the current condition of the golf course. Additionally, both programs anticipate hosting as many post season NCAA Tournament events as possible if we are able to complete the renovation of the existing Championship Course. All of these events are cost neutral, and as is typical with golf programs around the country, we do not charge a spectator fee. The highest volume of athletic events on the course would be from the men's and women's golf programs utilizing an improved, renovated golf course as a team

practice site. Both teams anticipate playing as many practice rounds as the weather permits (within NCAA time demands guidelines) at the new course, which will be a cost savings to IU Athletics. As a result of the current condition of the golf course, both our men's and women's golf programs travel off campus to various golf courses in the region to practice on higher quality facilities, which costs both programs valuable time and budgetary funds.

- o Regarding cross country, IU Athletics typically hosts three men's and three women's cross country meets annually with each meet being cost neutral. We do not charge a spectator fee, as is consistent with similar cross country events around the country. Additionally, we apply to host as many Big Ten Conference and NCAA Cross Country Championships as we can and typically have hosted one or more of these events every two to three years.

- The construction start dates for the Academic Health Sciences Building and Golf Course Renovation only differ by 3 months, and both projects are interrelated. Have any costs been factored in related to potential delays in one project that may affect the other project? WHILE THE PROJECTS ARE ON ADJACENT PROPERTY, THEY ARE NOT TIED TOGETHER AND DELAY ON ONE WILL NOT EFFECT THE OTHER. THE ONLY POTENTIAL ISSUE WOULD BE CONSTRUCTION TRAFFIC AND DISRUPTION IN THE AREA.

Thanks,
Gina

Gina Deom

Director of Financial Analysis
Indiana Commission for Higher Education
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-4206
(317) 232-5207
gdeom@che.in.gov
www.in.gov/che

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

BUSINESS ITEM E-3:

Ball State University – New North Residential Neighborhood Phase I

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

Ball State University – New North Residential Neighborhood Phase I

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Ball State University – New North Residential Neighborhood Phase I

Ball State University: New North Residential Neighborhood Phase I

STAFF ANALYSIS

Ball State University, through its Board of Trustees, requests authorization to proceed with the construction of one new residence hall and a stand-alone dining facility through phase 1 of the New North Residential Neighborhood project. The residence hall is currently expected to be five stories tall and approximately 155,000 gross square feet. The hall will house primarily freshman students and will have the capacity of approximately 500 residents. The building will serve as the living-learning community for students in the STEM programs. Construction of the residence hall to the north of LaFollette's current location will require a realignment of McKinley Avenue. The new dining facility is currently expected to incorporate eight micro-restaurants and will be located north of LaFollette. The dining facility will be approximately 65,000 gross square feet and will seat between 775 to 800 patrons. The second story of the building will house administrative offices for Dining Services and Housing and Residence Life that are currently located in LaFollette.

Comparable Projects: Residential Halls: IU-Bloomington Spruce Residential Hall (\$245.16/gsf), Marquette Wild Hall (\$417.39/gsf), Eastern Kentucky (\$205.45/gsf); **Dining Facilities:** Western Michigan Valley Dining (\$537.31/gsf), Eastern Kentucky/Aramark (\$672.73/gsf), Nebraska 17th Street Dining (\$634.37/gsf)

Funding: This project is estimated to cost \$90,000,000 (\$409.09/gsf; \$386/gsf excluding McKinley roadwork) and will be funded with \$50,000,000 of housing and dining system revenue bonds under Bonding Authority Act of 1927 and \$40,000,000 of housing system building replacement reserves.

Additional Staff Notes:

Staff recommends approval of the project.

VICE PRESIDENT FOR BUSINESS AFFAIRS
AND TREASURER

Muncie, Indiana 47306-0700
Phone: 765-285-1033

July 26, 2017

The Honorable Eric Holcomb
Governor, State of Indiana
State House 206
Indianapolis, IN 46204

Subject: New North Residential Neighborhood-Phase 1
Budget Agency Project Number: D-1-18-1-01

Dear Governor Holcomb:

On July 21, 2017, the Ball State University Board of Trustees approved Phase 1 of the New North Residential Neighborhood project. This action is subject to your approval after review by the Commission for Higher Education and the State Budget Agency.

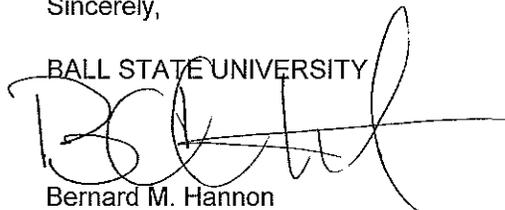
Over the last several years, Ball State University has undertaken a comprehensive plan that calls for the addition of new residence halls, upgrade and renewal of existing facilities, as well as the demolition of facilities deemed to be cost prohibitive to remodel. The intent of the overall plan is to maintain total university student housing capacity at levels equal to the projected need for various housing types while providing new and updated housing facilities that are desired by students.

The next step in the overall plan would be the demolition and replacement of beds and dining facilities within the aging LaFollette Complex. Phase 1 of the North Residential Neighborhood project calls for the construction of one new residence hall and a stand-alone dining facility. Construction of the residence hall to the north of LaFollette's current location will require a realignment of McKinley Avenue. In addition to providing the necessary space for the site plan, the realignment will also better define the north entrance to campus and enhance pedestrian and vehicular safety.

I respectfully request your approval of this project in the amount of \$90,000,000, to be financed from a combination of existing renewal and replacement reserves and the issue of Housing & Dining System Revenue Bonds, the debt service for which will also come from the existing renewal and replacement funds. These renewal and replacement funds are generated by residence hall and dining student charges and have been set aside for the express purpose of long-term capital repairs and renovations. If you have any questions, please call me at 765-285-1033.

Sincerely,

BALL STATE UNIVERSITY



Bernard M. Hannon
Vice President for Business Affairs
and Treasurer

Enclosures

cc: Commission for Higher Education
State Budget Agency

PROJECT SUMMARY AND DESCRIPTION
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE 1

Institution:	Ball State University	Budget Agency Project No.:	D-1-18-1-01
Campus:	Muncie	Institutional Priority:	1
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:
Over the past five years, the University has made significant improvements to its North Residential Neighborhood with the renovations of the two residence halls within the Johnson Complex. The next opportunity in the North Residential Neighborhood, as identified by the campus master plan, would be the demolition and replacement of beds and dining facilities within the aging LaFollette Complex. Phase 1 of the North Residential Neighborhood project calls for the construction of one new residence hall and a stand-alone dining facility.

Summary of the impact on the educational attainment of students at the institution:
Living-learning communities at Ball State have proven to enrich the educational component of residence life. The new residence hall that is part of this project will be the living-learning community for students in STEM programs. The availability of this new hall dedicated to the STEM disciplines coincides well with the opening of the new Health Professions Building in Fall 2019 and the new Foundational Science Building anticipated to be complete in Fall 2021.

Project Size:	220,000 GSF	157,000 ASF	71% ASF/GSF
Net change in overall campus space:	94,000 GSF	81,400 ASF	

Total cost of the project (1):	\$ 90,000,000	Cost per ASF/GSF:	\$ 409.09 GSF
			\$ 573.25 ASF
Project Components:			
Residence Hall	\$50,000,000	155,000 GSF	\$ 322.58 GSF
		101,000 ASF	\$ 495.05 ASF
Dining Facility	\$35,000,000	65,000 GSF	\$ 538.46 GSF
		56,000 ASF	\$ 625.00 ASF
Road Realignment	\$5,000,000	N/A GSF	
		N/A ASF	

Funding Source(s) for project (2):

\$ 50,000,000	Housing & Dining System Revenue Bonds under Bonding Authority Act of 1927
\$ 40,000,000	Housing System Building Replacement Reserves

Estimated annual debt payment (4): \$3,679,088 Funding for debt service will come from Housing System

Are all funds for the project secured: Yes

Estimated annual change in cost of building operations based on the project: \$ (530,000) Savings

Estimated annual repair and rehabilitation investment (3): \$ 2,160,000

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
(4) If issuing debt, determine annual payment based on 20 years at 4% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE 1

Institution:	Ball State University	Budget Agency Project No.:	D-1-18-1-01
Campus:	Muncie	Institutional Priority:	1

Description of Project

Phase I of the North Residential Neighborhood project will include the construction of one new residence hall and a new stand-alone dining facility. The residence hall is currently expected to be five stories tall and approximately 155,000 gross square feet. The hall will house primarily freshman students and have a capacity of approximately 500 residents. The building will serve as the living-learning community for students in the STEM programs. Construction of the residence hall to the north of LaFollette's current location will require a realignment of McKinley Avenue. In addition to providing the necessary space for the site plan, the realignment will also better define the north entrance to campus and enhance pedestrian and vehicular safety. The new dining facility is currently expected to incorporate eight micro-restaurants and be located north of LaFollette. The dining facility will be approximately 65,000 gross square feet and seat 775 to 800 patrons. The second story of the building will house administrative offices for Dining Services and Housing and Residence Life that are currently located in LaFollette.

Need and Purpose of the Program

The LaFollette Complex opened in 1967 with a capacity of over 1,900 residents and features the only dining facilities in the North Residential Neighborhood. LaFollette has reached the point that the building envelope and mechanical/electrical/plumbing systems are beginning to fail. Significant sums have been invested over the last few years just to maintain a safe and livable facility. Because of its sheer size and current conditions, a wholesale renovation of the building is estimated to cost in excess of \$140 million and would need to be addressed in multiple phases to keep adequate bedspace online. From an administrative standpoint, 1,900 beds in one building is difficult to manage and does not promote the community-building that a smaller hall allows. Based on these factors, the University has decided to undertake a multi-phased approach to replace the dining component, a portion of the beds, and office space for Housing and Dining staff so that LaFollette can eventually be demolished in its entirety.

Space Utilization

Occupancy rates for Ball State University's residence halls averaged 95% for Fall 2016. With the renovated Schmidt/Wilson Residence Hall in Johnson Complex coming back online for Fall 2017 and the demolition of portions of LaFollette, occupancy rates are expected to stay near this same level. With the new residence hall called for in Phase 1 of this project and a second new hall in a future Phase 2, the University will proceed with the demolition of the remainder of LaFollette.

Comparable Projects

Project	Type	Project		Inflated to	
		Cost (\$M)	GSF	\$/GSF	2018 \$*
IU-Bloomington Spruce Residence Hall	Residence Hall	\$ 38.0	155,000	\$245.16	\$322.62
Marquette Wild Hall (underway)	Residence Hall	\$ 96.0	230,000	\$417.39	\$451.45
Eastern Kentucky (underway)	Residence Hall	\$ 75.0	365,060	\$205.45	\$231.10
Western Michigan Valley Dining	Dining Facility	\$ 36.0	67,000	\$537.31	\$604.40
Eastern Kentucky/Aramark (underway)	Dining Facility	\$ 37.0	55,000	\$672.73	\$699.64
Nebraska 17th Street Dining	Dining Facility	\$ 33.1	52,178	\$634.37	\$713.58

*Assumes 4% inflation per annum

Background Materials

The costs included in this request include \$50 million for construction of the new residence hall, \$35 million for construction of the new dining facility, and \$5 million for realignment of McKinley Avenue. Housing & Dining System Revenue Bonds will be issued to finance a portion of the project costs. These bonds will be issued under authority of the Acts of 1927. Debt service will be paid from Housing and Dining Renewal & Replacement Reserves. The remainder of the project costs will also be paid from Housing and Dining Renewal & Replacement Reserves.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE 1

EMENS AUDITORIUM LOBBY RENOVATION & EXPANSION D-1-16-2-01	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	140,931	5,662		146,593			146,593
Class Lab (210,215,220,225,230,235)	372,038	7,055		379,093			379,093
Non-class Lab (250 & 255)	34,877			34,877			34,877
Office Facilities (300)	653,518	29,580		683,098			683,098
Study Facilities (400)	192,153			192,153			192,153
Special Use Facilities (500)	419,873	30,843		450,716			450,716
General Use Facilities (600)	312,618			312,618			312,618
Support Facilities (700)	110,469			110,469		56,000	166,469
Health Care Facilities (800)	7,249	19,360		26,609			26,609
Resident Facilities (900)	1,844,643			1,844,643	75,600	101,000	1,870,043
Unclassified (000)	146,901			146,901			146,901
Parking Garages	469,752			469,752			469,752
B. OTHER FACILITIES	-			-			-
(Please list major categories)	-			-			-
TOTAL SPACE	4,705,022	92,500	-	4,797,522	75,600	157,000	4,878,922

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

Space under construction includes the new Health Professions Building.

Space to be terminated includes the first phase of demolition at LaFollette Complex. Phase 1 removes three of the nine halls within the complex. Following completion of Phase 2 of the North Residential Neighborhood project in 2021, the remainder of LaFollette would be demolished. In total, LaFollette Complex is over 530,000 gross square feet (320,000 ASF)

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE 1

Institution:	Ball State University	Budget Agency Project No.:	D-1-18-1-01
Campus:	Muncie	Institutional Priority:	1

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	April	2018
Start Construction	May	2018
Occupancy (End Date)	Fall	2020

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 7,790,000	\$ 310,000	\$ 8,100,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 25,640,000	\$ 1,026,000	\$ 26,666,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 25,640,000	\$ 1,026,000	\$ 26,666,000
c. Electrical	\$ 12,820,000	\$ 513,000	\$ 13,333,000
<u>Movable Equipment</u>	\$ 6,040,000	\$ 240,000	\$ 6,280,000
<u>Fixed Equipment</u>	\$ 1,350,000	\$ 50,000	\$ 1,400,000
<u>Site Development/Land Acquisition</u>	\$ 6,780,000	\$ 275,000	\$ 7,055,000
<u>Other (Legal/Administrative/Contingency)</u>	\$ 480,000	\$ 20,000	\$ 500,000
TOTAL ESTIMATED PROJECT COST	\$ 86,540,000	\$ 3,460,000	\$ 90,000,000

(1) Cost Basis is based on current cost prevailing as of: July 2016

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: NEW NORTH RESIDENTIAL NEIGHBORHOOD-PHASE 1**

Institution:	<u>Ball State University</u>	Budget Agency Project No.:	<u>D-1-18-1-01</u>
Campus:	<u>Muncie</u>	Institutional Priority:	<u>1</u>

		GSF OF AREA AFFECTED BY PROJECT	220,000
ANNUAL OPERATING COST/(SAVINGS) (1)			
	Cost per GSF	Total Operating Cost	Personnel Services
			Supplies and Expenses
1. Operations	\$ (1.69)	\$ (372,000)	\$ (372,000)
2. Maintenance	\$ (1.27)	\$ (279,000)	\$ (279,000)
3. Fuel	\$ -	\$ -	
4. Utilities	\$ 0.55	\$ 121,000	\$ 121,000
5. Other	\$ -	\$ -	
TOTAL ESTIMATED OPERATIONAL COST/(SAVINGS)	\$ (2.41)	\$ (530,000)	\$ (372,000) \$ (158,000)

Description of any unusual factors affecting operating and maintenance costs/savings.

As the residence hall, dining facility, and offices are intended to replace space in LaFollette which will eventually be demolished, it is anticipated that there will actually be cost savings due, in part, to the efficiencies of the newer buildings. The increase in utility costs is because student rooms in LaFollette are not air-conditioned.

(1) Based on figures from "Individual Cap Proj Desc" schedule

Deom, Gina (CHE)

From: Hawkins, Matt <wmhawkins@bsu.edu>
Sent: Monday, July 24, 2017 9:01 AM
To: Deom, Gina (CHE)
Cc: Chase, Dominick (CHE)
Subject: RE: New North Residential Neighborhood-Phase 1 - Two Confirmation Questions
Attachments: State Approval Request - New North Residential Neighborhood Phase 1 - D-....xlsx; change in operating costs.xlsx

**** This is an EXTERNAL email. Exercise caution. DO NOT open attachments or click links from unknown senders or unexpected email. ****

Good morning Gina,

The attachments are updated. Notes from Dan below. Please let us know if you have other questions.

1. Net change in overall campus space was changed to reflect LaF Phase 1 demolition. New figures are 94,000 GSF (220,000 new GSF less 126,000 demolished GSF) and 81,400 ASF (157,000 new less 75,600 demo).
2. Estimated annual change in cost of building operations revised to reflect the same \$530,000 in savings shown on the "Operations Cost" tab. Again, these savings were based on the assumption that a new hall would have operating costs similar to Park Hall (adjusted for size) and savings would be realized from demolishing 1/3 of LaFollette. Documentation for the calculation is attached (for internal purposes only).

Matt

From: Deom, Gina (CHE) [mailto:GDeom@che.in.gov]
Sent: Friday, July 21, 2017 10:53 AM
To: Hawkins, Matt <wmhawkins@bsu.edu>
Cc: Chase, Dominick (CHE) <DChase@che.in.gov>
Subject: New North Residential Neighborhood-Phase 1 - Two Confirmation Questions

Hi Matt,

Thank you for all of the information that you submitted for the New North Residential Neighborhood-Phase 1 project. It was very informative and helpful. We just have two minor confirmation questions below.

- 1) Do the "Net change in overall campus space" statistics on tab 1 of the "State Approval Request" Excel file factor in the space that will be terminated for the first phase demolition of LaFollette Complex (the cells highlighted in red below this email are what we are referring to)? For example, we are looking at the "Cap Project Space Details" tab, and we think that the ASF when factoring in the space that will be terminated for the first phase demolition of LaFollette Complex may be lower. We just want to check.
- 2) The details that you provided on estimated cost savings were very helpful. Can you confirm that the estimated annual operating cost/savings is -\$530,000? The "Estimated annual change in cost of building operations based on the project" on tab 1 of the "State Approval Request" Excel submission was left blank (see cell highlighted in red below this email).

If some minor changes do need to be made to the first tab of the "State Approval Request" Excel submission, feel free to send another Excel file or paste pictures of the changes under the questions above.

Thank you again and let us know if you have any questions at all.

Gina

Gina Deom

Director of Financial Analysis
Indiana Commission for Higher Education
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204-4206
(317) 232-5207
gdeom@che.in.gov
www.in.gov/che

Question 1:

[Redacted]									
Project Size:	220,000	GSF	157,000	ASF	71%	ASF/GSF			
Net change in overall campus space:			220,000	GSF	157,000	ASF			

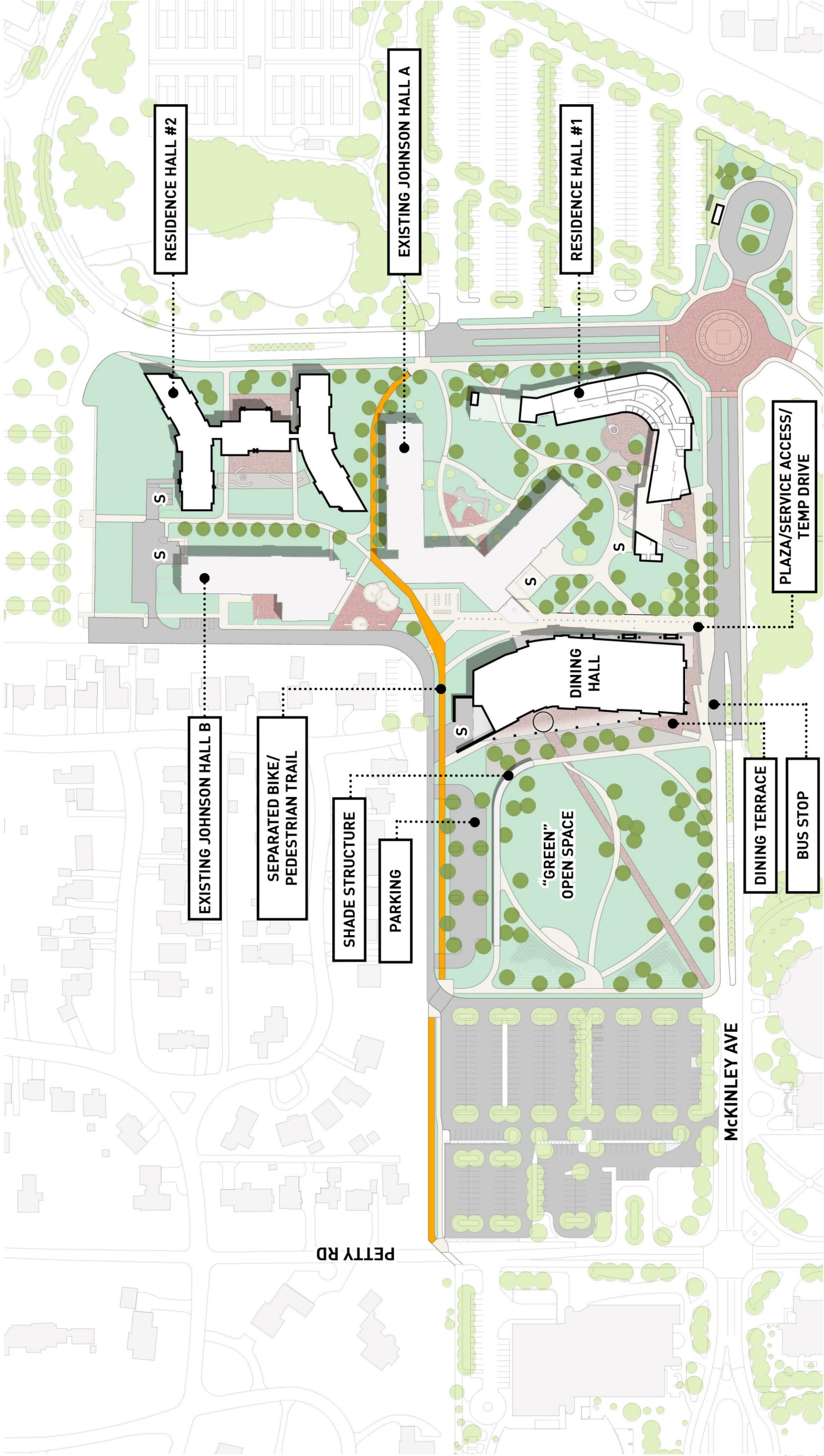
Question 2:

Estimated annual change in cost of building operations based on the project:	\$ -
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North Residential Neighborhood Master Plan Existing Conditions





North Residential Neighborhood Master Plan

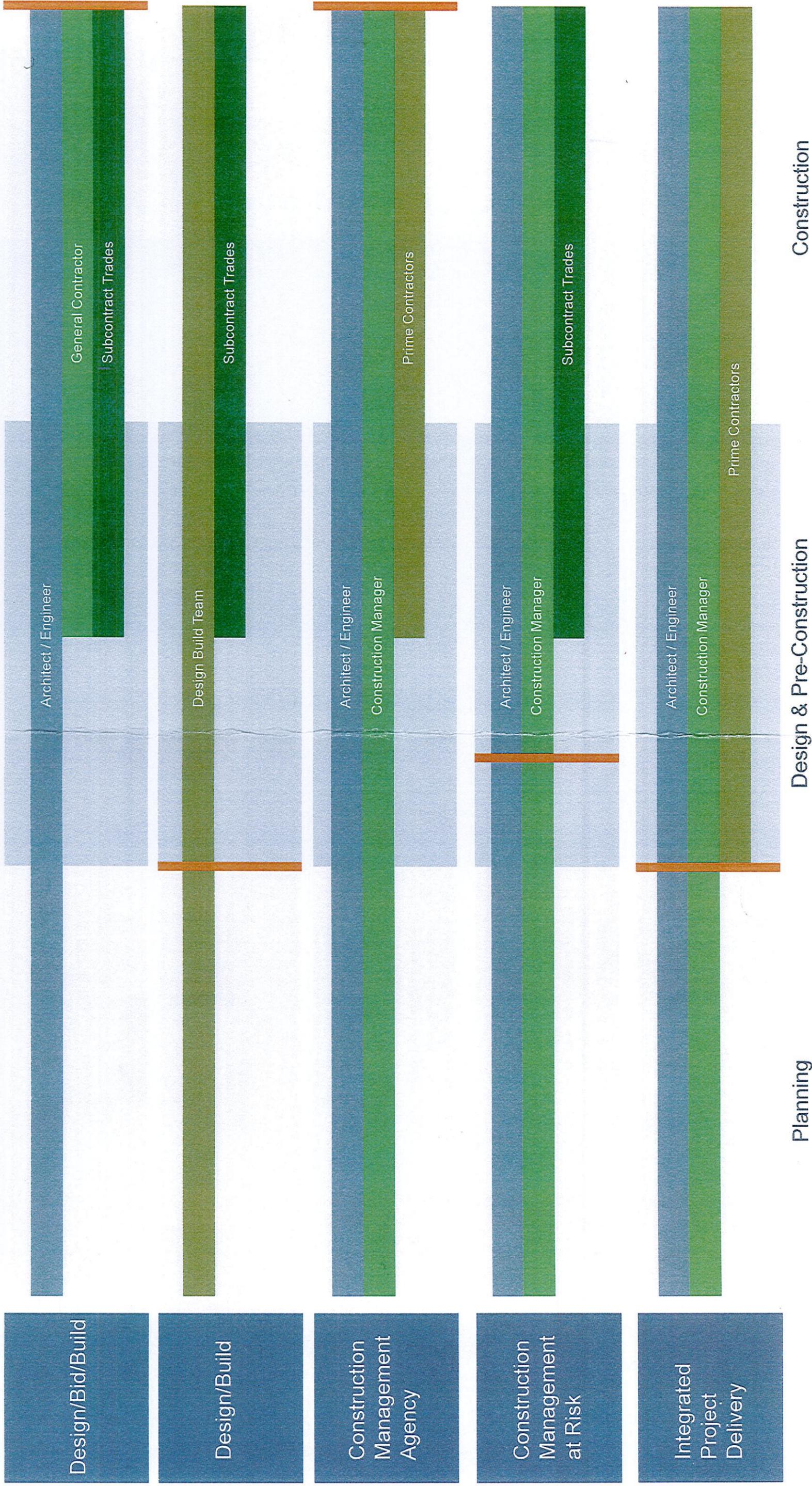
Updated Plan - June 21, 2017



	Design/Bid/Build (DBB)	Design/Build (DB)	Construction Management Agency (CMA)	Construction Management at Risk (CMc)	Integrated Project Delivery (IPD)
Contract Type	Two Separate Contracts for Design & Construction	One Single Contract for Design & Construction	Contract for Design, CM & all Construction Prime Contractors	Two Separate Contracts for Design & Construction	One Single Multi-Party Contract for Design & Construction
Overview	<ul style="list-style-type: none"> + Traditional method + Designers prepare plans and specs 100% + Bids based on plans and specs; any changes are administered by Change Order + Success is contingent on complete and accurate bid documents 	<ul style="list-style-type: none"> + Owner contracts with a single firm + Owner defines project requirements + Owner involvement minimized after scope is defined, and team is selected + Success contingent upon ability to select a team that will meet the owner's needs 	<ul style="list-style-type: none"> + Commonly used in public sector + CM involved from start, acting as owner's representative only + CM works with designer to provide value engineering, estimating, scheduling, design reviews and procurement strategies + Prime Contractors competitively bid + CM continues to act as owner's representative during construction 	<ul style="list-style-type: none"> + CM provides a GMP (Guaranteed Maximum Price) + Owners, Designers, and CM are a team from planning through construction + Primary emphasis on integration of design and construction + Allows creativity in developing design to achieve owner's goals + Trust among team members is paramount 	<ul style="list-style-type: none"> + Useful for complex projects + Earlier involvement of key team members including trade contractors and suppliers + Cross-functional team of designers and contractors driving collaborative solutions + Project risk managed by entire team + Multi-party agreements support collaboration and foster ownership
Benefits	<ul style="list-style-type: none"> + Clearly defined roles and responsibilities for all parties + Familiar roles for all parties + Fixed contract amounts + Easier to administer for simple projects 	<ul style="list-style-type: none"> + Single point responsibility + Simplified project administration for owner + Promotes team approach + Owner shielded from architect/contractor disputes + Design can be shaped to meet owner's budget + Final costs determined earlier + Faster project schedule 	<ul style="list-style-type: none"> + Uses team approach + CM provides creative input, stronger planning and construction expertise during design + Reduces owner project oversight + Earlier reliable cost estimates + Reduces change order rate + CM holds financial risk with GMP + Ideal for owners with limited internal management resources 	<ul style="list-style-type: none"> + Uses team approach + CM provides creative input, stronger planning and construction expertise during design + Reduces owner project oversight + Earlier reliable cost estimates + Reduces change order rate + CM holds financial risk with GMP + Ideal for owners with limited internal management resources 	<ul style="list-style-type: none"> + Better, more reliable information made available earlier in the process driving effective and well-informed decision making + Cost & schedule improvements by reducing waste from more traditional project delivery methods + Reduced change order rate + Designers, CM and Key Trade contractors use open book accounting, savings to owner + Less owner risk using the collaborative process
Drawbacks	<ul style="list-style-type: none"> + Potential for budget surprises on bid day + Contractor not involved in design, higher probability of constructibility problems + Higher change order rate + Closed book accounting, all savings to designers and contractors + No control over subcontract trades + Potential adversarial and litigious environ- 	<ul style="list-style-type: none"> + Difficult to judge if obtaining best value + Overemphasis on cost may compromise quality + Potential for limited creativity + Less control over end result + Interpretation of RFP may be problematic 	<ul style="list-style-type: none"> + Perception of additional cost + All contracts are held by owner + Prime contracts have no input into design and cost estimates + Agency CM takes no direct construction risk 	<ul style="list-style-type: none"> + Not ideal solution for simple projects + CM requires strong in-house conceptual estimating and management skills + Perception of inflated GMP costs to cover financial risk 	<ul style="list-style-type: none"> + Typically not available to projects with public procurement requirements + Perception of additional upfront costs and reduced competition + Newer delivery model without legal and insurance case history

Delivery Method Timeline

Denotes when price is determined.



LaFollette Repair Costs

Repair and Replacements	2015	2016	2017	2018	2019	2020	2021
HW Heaters			120,000				
Water Softeners				65,000			
HW Pumps				25,000			
Steam Traps	60,000	60,000	60,000	60,000	60,000	60,000	60,000
Steam Valves	45,000	45,000	45,000	45,000	45,000	45,000	45,000
HW Risers	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Sanitary Piping	30,000	30,000	30,000	30,000	30,000	30,000	30,000
Domestic Water Piping	20,000	20,000	20,000	20,000	20,000	20,000	20,000
HVAC Equipment		85,000	65,000	69,000	57,000		
Window A/C Units	7,000	7,000	7,000	7,000	7,000	7,000	7,000
VAV Replacement							
Bathroom Renovation		195,000	195,000	195,000	195,000	195,000	195,000
Fire Alarms	220,000	420,000	420,000	420,000	420,000	420,000	420,000
Elevators							
Security Access			75,000	75,000			

LaFollette Repair Costs

Repair and Replacements	2015	2016	2017	2018	2019	2020	2021
Security Cameras		120,000	120,000	120,000	120,000		
Electrical Fixtures		50,000	50,000	50,000	50,000	50,000	50,000
Chilled Water Pumps							
Roofing		280,000	350,000	150,000	15,000	350,000	350,000
Flashing	45,000	45,000	45,000	45,000	45,000	45,000	45,000
Masonry Repair	200,000	150,000	250,000	255,000	265,000	275,000	300,000
Caulking Replacement	200,000	300,000	300,000	150,000			
Windows		450,000	450,000	450,000	450,000	450,000	450,000
Painting Interior	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Ceramic Tile	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Cabinets and Millwork		25,000	25,000	25,000	25,000	25,000	25,000
Counter Tops		20,000	20,000	20,000	20,000	20,000	20,000
Carpet	50,000	50,000	50,000	50,000	50,000	50,000	50,000
VCT and Base		75,000	75,000	75,000	75,000	75,000	75,000
Hardware	7,500	7,500	7,500	7,500	7,500	7,500	7,500

LaFollette Repair Costs

Repair and Replacements	2015	2016	2017	2018	2019	2020	2021
Doors/Refinish	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Furniture Student Rooms		350,000	360,000	370,000	380,000	370,000	600,000
Furniture Common Areas		50,000	50,000	50,000	50,000	50,000	50,000
Closets		45,000	45,000	45,000	45,000	45,000	45,000
Storefronts		25,000	25,000	25,000	25,000		
Plaster Repair							
Fire Protection Sprinklers			1,200,000	1,240,000	1,280,000	1,320,000	1,350,000
Emergency Notification System		12,000					
Wireless Technology		380,000	390,000	400,000	410,000	420,000	
Total	999,500	3,411,500	4,964,500	4,653,500	4,261,500	4,444,500	4,309,500
Grand Total							27,044,500

Residence Hall Project Costs

	Renovation				New Construction		
	Schmidt/ Wilson	Botsford/ Swinford	Studebaker East	DeHority	North 'hood Hall #1	Kinghorn	Park
As submitted to State:							
Project Cost	\$ 40,100,000	\$ 35,700,000	\$ 24,100,000	\$ 30,000,000	\$ 50,000,000	\$ 46,500,000	\$ 30,000,000
Square Footage	153,564	178,401	97,406	155,286	155,000	208,043	165,000
Cost/SF	\$ 261.13	\$ 200.11	\$ 247.42	\$ 193.19	\$ 322.58	\$ 223.51	\$ 181.82
Year of bidding	2015	2013	2010	2008	2018	2008	2005
Inflated to 2018 \$ 4% per annum	\$ 293.73	\$ 243.47	\$ 338.61	\$ 285.97	\$ 322.58	\$ 330.85	\$ 302.74

COMMISSION FOR HIGHER EDUCATION

Thursday, August, 10, 2017

BUSINESS ITEM F:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Indiana University-Purdue University-Indianapolis – Primary Care Center Renovation
- Indiana University-East, Kokomo, Northwest, and Southeast – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance
- Indiana University-Fort Wayne – Fort Wayne Health Sciences
- Vincennes University – Davis Hall and Business Building Renovation
- Indiana University Bloomington – Old Crescent Renovation – Phase III
- Ivy Tech Community College – Kokomo Renovation and Addition
- Ivy Tech Community College – Muncie Renovation and Addition

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

Supporting Document

Capital Projects for Expedited Action, August 10, 2017

Capital Projects for Expedited Action
August 10, 2017

- A-2-17-2-13 Indiana University-Purdue University-Indianapolis – Primary Care Center Renovation**
The Trustees of Indiana University request to proceed with the renovation of portions of the Primary Care Center, formerly a part of the Wishard campus at IUPUI. The project includes the renovation of the second through fourth floors of the Primary Care Center, as well as additional circulation space necessary for the project. The Primary Care Center’s location on the IUPUI campus near Riley Hospital will allow IU students and faculty to continue cooperative learning and research programs currently underway at the Riley location without having to travel to off-campus facilities. The estimated cost of this project is \$7,000,000, and it will be funded by Indiana University Health.
- A-0-17-2-04 Indiana University-East, Kokomo, Northwest, Southeast – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance**
The Trustees of Indiana University request to proceed with the special repair and rehabilitation for deferred maintenance on four regional campuses: Indiana University-East, Indiana University-Kokomo, Indiana University-Northwest, and Indiana University-Southeast. The project will consist of mechanical systems and controls replacements, including cooling towers and chillers; roof repair and replacement; and interior renovations. The repair and rehabilitation project ensures safe and effective learning and work environments for students and faculty. The estimated cost of this project is \$9,750,000, and it will be funded by State cash appropriations. This request was passed through the 2017-19 biennial budget capital recommendation.
- A-0-18-4-02 Indiana University Fort Wayne – Fort Wayne Health Sciences**
The Trustees of Indiana University request to proceed with the purchase of equipment and installation-related physical space improvements for programs in the health sciences at Indiana University Fort Wayne. The project will help Indiana University effectively educate students with the latest technologies. The estimated cost of this project is \$2,850,000, and it will be funded by State cash appropriations.
- E-1-14-2-02 Vincennes University – Davis Hall and Business Building Renovation**
Vincennes University requests to proceed with the renovation of the Walter A. Davis Hall and Thomas W. Wathen Business Building. The project includes the installation of new HVAC systems that will convert both buildings from electric to steam heat. The project also includes the replacement of existing lighting with efficient LED lighting. Finally, the project consists of additional repairs to the exterior, new roofing, and window replacement. The estimated cost of this project is \$9,500,000, and it will be funded by State cash appropriations. This request was passed through the 2017-19 biennial budget capital recommendation.

A-1-17-2-01 Indiana University Bloomington – Old Crescent Renovation – Phase III

The Trustees of Indiana University request authorization to proceed with the renovation of Ballantine Hall and the Geological Sciences/Geological Survey building as the third phase of the Old Crescent Renovation on the Bloomington campus. The renovations will include new, energy-efficient building systems (heating/air conditioning, electrical, plumbing, elevators) and improvements to building envelopes (roof, windows, etc.), as well as accessibility upgrades. In addition, classrooms will be refurbished with the latest technologies and seating arrangements. The estimated cost of this project is \$78,500,000 and will be financed by the sale of student fee bonds under IC section 21-34. This request was passed through the 2017-19 biennial budget capital recommendation.

F-0-17-2-01 Ivy Tech Community College – Kokomo Renovation and Addition

The State Board of Trustees for Ivy Tech Community College requests to proceed with building demolition, construction of building additions, and renovation of four buildings at the Kokomo campus. The project includes an addition to the School of Health Sciences and the School of Nursing to replace the off campus academic areas destroyed by the tornadoes of August 24, 2016. The construction of a technology lab addition is also included in the project as well as the renovation of four existing buildings on the campus to bring the buildings up to college standards and to accommodate expanded classroom and faculty offices. The estimated cost of this project is \$43,169,360 and will be funded by \$40,200,000 of tax exempt fee replaced bonds granted under HEA 1001-2017 and \$2,969,360 of donor funds. This request was passed through the 2017-19 biennial budget capital recommendation.

F-0-17-1-02 Ivy Tech Community College – Muncie Renovation and Addition

The State Board of Trustees for Ivy Tech Community College requests to proceed with the construction and renovation/expansion of existing buildings that the College owns on Cowan Road and in downtown Muncie. The project includes the addition of a School of Technology classroom and teaching lab to the current Cowan Road campus as well as renovations to the existing structure. The former Star Press Building that is currently unused will be converted into a stand-alone classroom and teaching lab building as a part of this project. Renovations and expansions to the downtown Muncie buildings will house the Schools of Nursing, Health Sciences, Liberal Arts and Sciences, and Culinary program, as well as several student services that are currently housed at the Cowan Road campus. The estimated cost of this project is \$43,027,234 which will be funded by \$38,700,000 of tax exempt free replaced bonds granted under HEA 1001-2017 and \$4,327,234 of donor funds. This request was passed through the 2017-19 biennial budget capital recommendation.

COMMISSION FOR HIGHER EDUCATION
Thursday, August 10, 2017

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	University of Southern Indiana	Doctor of Education in Educational Leadership	3/7/2017	On CHE Agenda for Action
02	Indiana University Purdue University Indianapolis	Doctor of Philosophy in Electrical and Computer Engineering (Purdue University)	4/24/2017	On CHE Agenda for Action
03	Indiana University East	Master of Public Administration	4/26/2017	On CHE Agenda for Action
04	Indiana University-East, Kokomo, and Southeast	Master of Arts in Mental Health Counseling	4/26/2017	Under Review
05	Indiana University Kokomo	Bachelor of Science in Sport and Recreation Management	4/26/2017	On CHE Agenda for Action
06	Ivy Tech Community College	Associate of Science in Chemistry	5/30/2017	On CHE Agenda for Action
07	Ivy Tech Community College	Associate of Science in Biology	5/30/2017	On CHE Agenda for Action
08	Indiana State University	Bachelor of Science in Cyber and Security Studies	5/30/2017	On CHE Agenda for Action
09	Indiana State University	Bachelor of Science in Intelligence Analysis	5/30/2017	Under Review
10	Purdue Fort Wayne	Bachelor of Science in Biochemistry	6/19/2017	Under Review
11	Ivy Tech Community College	Associate of Applied Science in Professional Flight	7/6/2017	Under Review
12	Ivy Tech Community College	Associate of Applied Science in Psychology	7/20/2017	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, August 10, 2017

INFORMATION ITEM B: Academic Degree Program Actions Taken by Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Indiana University Bloomington	Master of Public Health	7/28/2017	Adding distance education
02	Indiana University Bloomington	Master of Science in Applied Health Science	7/28/2017	Adding distance education
03	Indiana University Southeast	Post-Baccalaureate Certificate in Conflict Analysis and Resolution	7/28/2017	Adding a certificate
04	Indiana University Southeast	Post-Baccalaureate Certificate in Diversity and Intercultural Competency	7/28/2017	Adding a certificate
05	Indiana University Southeast	Undergraduate Certificate in Conflict Analysis and Resolution	7/28/2017	Adding a certificate
06	Indiana University Southeast	Undergraduate Certificate in Diversity and Intercultural Competency	7/28/2017	Adding a certificate
07	Ivy Tech Community College-East Central/Anderson	Associate of Science in Education	7/28/2017	Adding locations to a program
08	Ivy Tech Community College-multiple locations	Certificate in Early Childhood Administration	7/28/2017	Adding locations to a program
09	Ivy Tech Community College-multiple locations	Technical Certificate in Early Childhood Education	7/28/2017	Adding locations to a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
10	Ivy Tech Community College- multiple locations	Associate of Applied Science/Associate of Science in Early Childhood Education	7/28/2017	Adding locations to a program
11	Purdue University Statewide Technology	Certificate in Industrial Engineering Technology	7/28/2017	Changing the CIP code
12	Ball State University	Bachelor of Arts/Bachelor of Science in Meteorology and Climatology	7/28/2017	Splitting a degree
13	Purdue University West Lafayette	Master of Science in Engineering Technology	7/28/2017	Adding distance education
14	Purdue University West Lafayette	Bachelor of Science in Psychology	7/28/2017	Changing the CIP code
15	Purdue University West Lafayette	Graduate Certificate in Psychological Statistics	7/28/2017	Changing the CIP code
16	Ivy Tech Community College	Certificate in Patient Care Technician	7/28/2017	Changing the CIP code and program name
17	Indiana University Bloomington	Graduate Certificate in Vocology for Vocalists	7/28/2017	Adding a certificate
18	Indiana University Purdue University Indianapolis	Graduate Certificate in Omics Technologies and Precision Medicine (IU)	7/28/2017	Adding a certificate
19	Purdue University West Lafayette	Master of Public Health	7/28/2017	Adding distance education
20	Ivy Tech Community College	Certificate in Insurance	7/28/2017	Adding a certificate
21	Ball State University	Bachelor of Arts/Bachelor of Science in Residential Property Management	7/28/2017	Splitting a degree

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
22	Ball State University	Bachelor of Arts/Bachelor of Science in Interior Design	7/28/2017	Splitting a degree
23	Ball State University	Bachelor of Arts/Bachelor of Science in Hospitality and Food Management	7/28/2017	Splitting a degree
24	Ball State University	Bachelor of Arts/Bachelor of Science in Apparel Design and Fashion Merchandising	7/28/2017	Splitting a degree
25	Ball State University	Bachelor of Arts/Bachelor of Science in Family and Child	7/28/2017	Splitting a degree
26	Ball State University	Bachelor of Arts/Bachelor of Science in Computer Technology	7/28/2017	Splitting a degree
27	Ball State University	Bachelor of Arts/Bachelor of Science in Graphic Arts Management	7/28/2017	Splitting a degree
28	Indiana University Southeast	Bachelor of Arts/Bachelor of Science in Early Childhood Education	7/28/2017	Eliminating a program
29	Indiana University Southeast	Bachelor of Arts in Journalism and Media	7/28/2017	Changing the program name
30	Indiana University Purdue University Indianapolis	Undergraduate Certificate in Community Health (IU)	7/28/2017	Adding a certificate
31	Ivy Tech Community College-Lafayette & Kokomo	Certificate in Pre-Nursing Studies	7/28/2017	Adding locations to a program
32	Ivy Tech Community College	Associate of Science in Human Services (Human Services)	7/28/2017	Splitting a degree
33	Ivy Tech Community College	Associate of Science in Human Services (Social Work)	7/28/2017	Splitting a degree
34	Ivy Tech Community College	Certificate in CDL Plus	7/28/2017	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
35	Ivy Tech Community College-Southwest/Evansville	Associate of Applied Science in Apprenticeship Technology/Refrigeration Technician	7/28/2017	Adding locations to a program
36	Ivy Tech Community College-Southwest/Evansville	Technical Certificate in Apprenticeship Technology/Refrigeration Technician	7/28/2017	Adding locations to a program
37	Ivy Tech Community College-Central Indiana/Indianapolis	Associate of Applied Science in Apprenticeship Technology/Operating Engineers	7/28/2017	Adding locations to a program
38	Ivy Tech Community College-Central Indiana/Indianapolis	Technical Certificate in Apprenticeship Technology/Operating Engineers	7/28/2017	Adding locations to a program
39	University of Southern Indiana	Master of Science in Education in Educational Leadership and Administration	7/28/2017	Splitting a degree

COMMISSION FOR HIGHER EDUCATION

Thursday, August 10, 2017

INFORMATION ITEM C:

Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission for the August meeting. Please see the following pages for details.

Tribune Star
Goals, pride and accomplishments
June 15, 2017

The 200 Next Generation Hoosier Educators Scholarship recipients have been selected following a competitive selection process based on academic achievement, teacher nomination and an in-person interview. The scholarship pays up to \$7,500 annually (up to \$30,000 total) for students who commit to teaching in Indiana for five years after college graduation.

“The Commission wants to congratulate all 200 of the students who were chosen to receive the Next Generation Hoosier Educator Scholarship,” Indiana Commissioner for Higher Education Teresa Lubbers said. “We were encouraged by the high-quality applicants and know these future teachers will have a positive impact in Indiana classroom.”

A total of 642 students applied for the Next Generation Hoosier Educators Scholarship with applications coming from 274 high schools in 85 of the Indiana’s 92 counties. About two-thirds of applicants were Indiana high school seniors with the remainder comprised of current college students.

“This scholarship reflects the appreciation we have for those pursuing a career in teaching – a critical and unique profession impacting the lives of every young Hoosier,” said House Speaker Brian Bosma (R-Indianapolis), author of the legislation creating the scholarship. “Congratulations to all of these recipients, and it is our hope your talent and passion for teaching inspires others to follow.”

To qualify for the scholarship, students had to either graduate in the highest 20 percent of their high school class or earn a score in the top 20th percentile on the SAT or ACT. To continue earning the scholarship in college, students must earn at least a 3.0 cumulative GPA and complete at least 30 credit hours per year.

Students who received the scholarship for the 2017-18 academic year from the Wabash Valley are:

- Clay County — Emily Johnson, Northview High School, Taylor University
- Daviess County — Cassie Atchley, North Daviess Jr-Sr High School, Indiana University Bloomington; Sarah Norton, Washington High School, University of Southern Indiana; Noah Ross, Barr Reeve Middle/High School, University of Southern Indiana
- Greene County — Jenny Wagner, White River Valley Jr/Sr High School, University of Southern Indiana; Kayleigh Wiesmann, Linton-Stockton High School, Indiana State University
- Parke County — Andrea Long, Turkey Run Jr/Sr High School, Undecided
- Putnam County — Bronwyn Spencer, North Putnam Sr High School, Purdue University West Lafayette
- Sullivan County — Caylen Andre, Sullivan High School, University of Southern Indiana

- Vigo County — Peyton Baker, West Vigo High School, Ball State University; Alexandria Maris, Terre Haute South Vigo High School, Huntington University; Yzabel Tio, Terre Haute North Vigo High School, Butler University

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Kyle Jackson, son of Mr. and Mrs. Andrew A. Jackson of Terre Haute, received a \$1,225 Masonic Scholarship from the scholarship board of Grand Lodge of Indiana Free and Accepted Masons.

The Grand Lodge of Indiana Scholarship Board distributes earnings from an endowment, making it one of the largest fraternal scholarship funds in the country. In the years of its operation, more than \$6 million in scholarships have helped over 7,000 Hoosier students realize their educational goals. Children, stepchildren of Master Masons and Master Masons themselves, who demonstrate academic merit, financial need and community participation may apply for scholarships if they are attending an Indiana college of university.

Kyle Jackson's scholarship was one of 373 selected from over 400 applicants.

Kyle was sponsored by his father, who is a member of Riley Lodge 390 F&AM in Riley. He plans to attend his second year at either Indiana State University or Indiana University.

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The following students earned a position on the University of Evansville Dean's List for academic achievements during the Spring Semester 2017: Leah Avery of Robinson, Illinois a Exercise Science major; Olivia Butterman of West Terre Haute, a Psychology major; Rebecca Clark of Sullivan, a Visual Communication Design major; Stephanie Hawkins of Robinson, Illinois, a Nursing major; Hunter King of Sullivan, a History major; Tiffany Sansone of Paris, Illinois, a Communication major; Adison South of Sullivan, an Athletic Training major; Trent Vowell of Linton, a Civil Engineering major.

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Four students from the Wabash Valley recently were initiated into The Honor Society of Phi Kappa Phi, the nation's oldest and most selective all-discipline collegiate honor society.

Katelyn Gamble of Marshall, Illinois, was initiated at University of Illinois at Urbana-Champaign; Natalee Cunningham of Martinsville, Illinois, was initiated at St. Norbert College; Danny Banks of Terre Haute was initiated at Butler University and Dylan Banks of Terre Haute was initiated at Butler University

These residents are among approximately 30,000 students, faculty, professional staff and alumni to be initiated into Phi Kappa Phi each year. Membership is by invitation only and requires nomination and approval by a chapter. Only the top 10 percent of seniors and 7.5 percent of juniors are eligible for membership. Graduate students in the top 10 percent of the number of candidates for graduate degrees also may qualify, as do faculty, professional staff and alumni who have achieved scholarly distinction.

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AXA Advisors, LLC has announced that Karen Mcguire, a student at Terre Haute North High School, will receive \$2,500 as a winner of the 2017 AXA Achievementsm Scholarship. Additionally, North Vigo will receive a \$1,000 grant to use toward education development.

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Hannah Bunch of Terre Haute North High School and Benjamon Brinkley of Chrisman, Illinois, High School have been named the winners of the Wabash Valley Road Runners 2017 scholarship competiton. Both have indicated that they will use their scholarships to attend Indiana State in the fall. WVRR awards two scholarships each year to outstanding student athletes from the Wabash Valley. Applicants are evaluated based on their academic and athletic accomplishments as well as the contributions they make to their schools and communities. For additional details on the scholarship program. consult the club's website at <http://www.wvrr.org/>.

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Victoria Day of Martinsville, Illinois, was among McKendree University's outstanding students introduced at an Honors Convocation on April 27 during the university's Academic Excellence Celebration. She was recognized for excellence in the study of public relations by the Division of Humanities. Honorees were selected by full-time faculty members based on four major components of the university's mission: responsible citizenship, engagement, academic excellence and lifelong learning.

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The Friends of Marshall Public Library have presented Sarah Larson and Erika Roberts with the Russell Dawson and Louise Dawson Garcia scholarship. Each winner will receive a \$1,000 scholarship to use toward higher education or a vocational school.

The Russell Dawson and Louise Dawson Garcia scholarship will be available again in spring 2018 for local graduating seniors. Applications will be available at Marshall Public Library and Marshall High School. The library is located at 612 Archer Avenue, in Marshall, Illinois,

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Benjamin Tomasino of Marshall, Illinois, has been named to the Southeast Missouri State University Dean's List for academic achievement during the spring 2017 semester.

Students named to the list earned at least a 3.75 grade-point average on a 4.0 scale, completed at least 12 hours of standard graded credit, achieved no grade below a B and received no failing grades in enrolled courses, including credit/no credit or pass/fail courses.

Indianapolis Business Journal
State push leads thousands to re-enroll in college
Hayleigh Colombo
June 17, 2017

The state is inching toward an ambitious goal that requires convincing more than a quarter of the 750,000 Hoosier adults who dropped out of college before earning degrees to return to school.

But officials acknowledge they have significantly more work to do to meaningfully boost the number of residents with higher education credentials.

More than 9,000 adults contacted by the state through its “You Can. Go Back.” Initiative—which was approved in 2015 and launched last year—have re-enrolled in college, according to a report released in January.

That’s about 4.5 percent of a larger overall goal set by the Indiana Higher Education Commission of re-enrolling 200,000 people by 2020.

The progress may sound scant. But “these are very stubborn numbers to move,” said the agency’s senior associate commissioner, Jason Bearce.

“We were very encouraged by the uptick in enrollment in the adult population in a relatively short time frame,” Bearce said. “We’re trying to change the culture of the state around the education and training you need to be successful. More people seem to be getting that message.”

The state is also encouraged by the Legislature’s decision earlier this year to fund a related program that officials believe will bolster the “You Can. Go Back.” effort.

So far, the program has been primarily supported by a \$7.5 million annual grant, which provided funding for more than 5,360 scholarships for returning adults last year. In April, lawmakers approved an additional \$2 million per year for a new “workforce ready” grant program, which Gov. Eric Holcomb said will “remove financial barriers for adult Hoosiers who are willing to invest their time and effort to gain workforce certificates and training.”

The two grants have slightly different restrictions and focuses but, Bearce said, “to some degree the funding streams are fungible” and that will allow the state to stretch dollars further.

The state is working with a marketing firm to kick off the second academic year of the program. “We think we’re going to be in a position to move the needle in a considerable way starting this summer and fall,” Bearce said.

The campaign will “all but guarantee there will be engagement on pretty much every front you can think of” with potential students, including email outreach, calls and paid media.

The larger goal is to boost Indiana’s college attainment rate, which is the number of residents with college degrees, associate degrees or high-quality certificates. Right now that number is hovering at 41

percent. State officials want to raise that rate to 60 percent by 2025 and think targeting people who have shown an interest in school but never finished may be the fastest way to get there.

Indiana is one of a small number of states that seems to be “choosing to focus on this population,” said Haley Glover, strategy director at the Lumina Foundation, a group that focuses on improving college attainment rates nationwide and is based in Indianapolis.

“It’s a problem that demands a solution,” Glover said. “It’s great to see they’re having some success.”

She said re-enrolling more than 9,000 students so far—a number last updated in January—“is absolutely admirable in the time frame they’ve been going.”

“I especially think it’s important that the campaign to bring people back was not just a campaign, it was accompanied by real resources,” Glover said.

Thirty public and private colleges in Indiana are participating in the campaign and many are offering grade forgiveness and other perks and services to attract students back. Many say the fledgling program is already making a difference.

At Ivy Tech Community College, the number of readmitted students—people who had previously attended the college but left before finishing—was 3,347 in spring 2017 compared to 3,172 students in 2016. Officials said that 5 percent increase is significant considering that Ivy Tech’s overall enrollment was down 6 percent in 2017.

“We’re pleased and we’d hope to continue to see even more adult incumbent workers choosing to come back,” said Ivy Tech President Sue Ellspermann. “I think it’s been well-messaged and my hope is to continue to build upon the groundwork the higher education commission has laid and build additional strategies that help encourage adult workers.”

At Vincennes University, the state’s other two-year college, officials received 492 leads from the state’s outreach program for potential students. So far, 24 adults—just under 5 percent of the leads—are enrolled.

“We expected many more inquiries than enrollees and that has been the case,” said Laurel Smith, the college’s interim provost. “The value of this program lies in its marketing plan to attract students who might not otherwise consider completing their degree.”

Western Governor’s University-Indiana, an online university, has had 100 students enroll from 1,000 leads it received. Chancellor Allison Barber said she was “excited about the progress of the campaign, the impact it’s had on Hoosiers, and the fact that people are choosing WGU.”

“We’re hopeful it continues to be funded, and we’re hopeful the commission continues to focus on this audience ... people who value college education and for whatever reason stepped away from it.”

In other places, the potential is still untapped.

Stephanie Moran, director of engagement and partnerships at Anderson University, a Christian school with about 2,200 students, called the effort “an emerging program” with high potential.

“It might be a little more time until there’s enough recognition that it exists,” Moran said. “Not everybody is aware of the resources. We’re hoping to see more impact in the next year.”

Colleges say they’re continuing to encounter the challenges—from strapped finances to busy schedules—that make the adult population harder to serve in the first place.

Moran said Anderson is restructuring its programs for adult students to be more responsive to their needs.

“The needs of adult students are much more regionalized economically,” Moran said. “They’re looking for career opportunities that exist where they reside now. What are the areas of our regional economy that are growing so we can match what we offer to adults?”

The main challenge—unsurprisingly—is money.

Ellspermann said the \$1,000 scholarship offered by the state is helpful—it pays for two courses at Ivy Tech—but often insufficient to see even motivated adults through their studies because “in semesters two and three, that student is on their own.”

“Money is a way to get both their attention and some help,” Ellspermann said. “What we know about adult students is they typically don’t have that \$1,000 or \$2,000 that it might take to come back. They are willing to go back, particularly when they know the program they’re in will help lead them to a promotion.”

Bearce said the state is evaluating how to make the prospect of returning to college easier for students. The workforce ready grants won’t have the same income restrictions on them as the adult student grant, which could reduce barriers, he said.

“What we’re learning with this population is they might not be lower-income by the traditional definition, but after they’re done paying all their bills and their responsibilities, they don’t have a lot of extra money where they can pay for their education,” Bearce said.

Partnering with employers and businesses has emerged as a key strategy.

“To the extent we can have the employers part of the conversation from the beginning, it’s going to make this a lot easier,” Bearce said. “We have a significant amount of employers that offer some kind of tuition support. It doesn’t seem to be particularly well-utilized by employees.”

Ellspermann said Ivy Tech has seen success with its new “Achieve Your Degree” program, which partners with employers across the state. The companies pay for their employees to receive specific credentials at Ivy Tech—and individual students are never billed.

That approach has been successful. Ellspermann said the persistence rate in that program (similar to retention rate) is 80 percent, which is “huge” for part-time adult students. The college’s persistence rate for full-time adult students overall is about 50 percent.

The reason it’s working? “They have the goal in mind,” Ellspermann said. “They know their employer is supporting them to do it, and there’s a high probability they’ll be promoted.”

Education Dive

'I don't know how to lead for equity; that was not part of my program'

June 30, 2017

Equity took center stage in the day two conversations at the Education Commission of the States National Forum on Education Policy Thursday. One resonant statement reflected how principal preparation programs didn't include equity components, meaning that now leaders are struggling to approach their work through an equity lens.

Western Interstate Commission for Higher Education President Joe Garcia — who shared with the audience that his school counselors never once mentioned to him the idea of his going to college— said working harder to close achievement gaps from early education on through to higher ed is everyone’s work.

“It’s not just an issue of racial justice — although that’s important — it’s a question of our economic sustainability” as a nation, Garcia said.

“Over one-half of the students now enrolled in K-12 [education across the country] are students of color,” Garcia said. “In Colorado, which many people often think of as being largely a white state, 46% of our population are of color.”

To put it a different way, he said, “Most of our current workforce is white, [but] most of our future workforce is of color — our current workforce is getting grayer, our future workforce is getting browner.”

“What we know right now is there are about 6 million jobs that are vacant because of a lack of education and training for these jobs,” said Aaliyah Samuel, director of the education division at the National Governors Association. “What we know is that 75% of young adults right now do not qualify for the U.S. military or any of the armed services, because they’re either physically unable to enroll — they’re unhealthy — or they don’t meet the educational requirements. ... If we don’t start paying attention to the populations that we historically have not paid attention to, then our United States will not have the workforce or the military that we need.”

The work begins way before kindergarten (and it doesn’t end after 12th grade)

Teresa Lubbers, commissioner of the Indiana Commission for Higher Education, said equity work “doesn’t start with quality preschool, as important as that is, or making sure everyone is graduating from high school, as important as that is. It is about [a] lifetime” commitment to making sure students from all backgrounds have the opportunities to access education at all levels.”

There has to be “full engagement at a much higher level [between educators,] employers and community leaders with an understanding that it is critically important to their communities that there can’t be anyone left behind,” Lubbers added.

“I think we have this clash a little bit between this permeating American ideal of opportunity for all with the reality that not everyone has” access to that opportunity, she continued. However, “there is no way to get to any of those attainment goals that we established by state ... there’s no way to get there without making sure that we close the achievement gap.”

And Samuel said, “We need to start paying attention to the new population of students that are entering our schools, but also their families.”

“Kids aren’t just in school, and we know what happens in their communities and their homes really impacts [learning], so making sure they have equitable access across those systems” is key to supporting them as students and future citizens, she said.

“I don’t believe children are ‘at-risk,’ I believe they’re at-possibility, and it’s how we approach children and their families, it’s either we’re going to unlock those possibilities, or we’re going to” fail students and fail society, Samuel said.

“If we think about what is happening in [schools] across this country, there’s so much opportunity that can be available,” but we have to re-think our definition of equity, said Stephanie Wood-Garnett, who serves as a vice president with a “policy to practice” focus for the Alliance for Excellent Education. It’s about making sure that “not only are the resources available in every ... school, but the supports may need to be weighted based on the” circumstances facing different students.

Margie Vandeven, Commissioner of Education for the Missouri Department of Elementary and Secondary Education, said, to put it plainly, “It’s as simple as a band-aid,” she said. “If Johnny needs a band-aid, you give Johnny a band-aid. You don’t give the entire class a band-aid, because Johnny needs a band-aid.”

It’s about looking at every individual child and identifying the needs of that child, finding a way to provide resources to each individual.

“Children who are in most need of those high quality environments are not getting that access,” Samuel said. “Children who need really high quality teachers are not having those experiences. What we know is that if a child has two or more years of an [ineffective] educational experience, they’re not going to reach that potential.”

But it’s important to recognize that student success is not always directly tied to educator effort.

“Sometimes when you’re in a low-performing district or school, people assume that you’re not operating at a high level as an educator” when students are not ending the year as proficient, said Wood-Garnett, who added focus has to be as much on a supportive environment for teachers which allows them an opportunity to grow as it is on student learning.

“We really need to be thinking about the school culture and climate, we need to be thinking about the level and types of education available to young people, because it is not the same,” she said. “And we need to be thinking about what kinds of messages young people are getting about how we value them” by way of the number of mentors, career and college services available, and the physical school environment — all of the things which will decide “whether or not the young people in those buildings believe we believe they can” achieve.

“I don’t know how to lead for equity, that was not part of my program to become principal.”

Professional development is perhaps the single most important aspect of the equity conversation.

Samuel pointed out that the question of the achievement gap is really one that is “directly tied to instructional bias — those low expectations” which even well-meaning educators project onto students of color.

With that in mind, equity conversations cannot focus solely on student access, but must also include conversations about professional development for teachers and administrators to ensure they're taking the right approach to educating students.

First of all, said Wood-Garnett, “You can’t have equity without inclusion.”

“It can be scary bc it’s hard to know how to best serve every different population,” she said. But “together we can do more to help young people to be successful.”

And for those struggling to identify where to start, she added, “diversity, equity and inclusion convos are happening across the nation. The nonprofit world, the philanthropic world, and even the conversations being had in your states” as officials prepare to enter the ESSA era are all available resources for school administrators to access.

But once those conversations begin to unfold, it is key that both administrators and “teachers are equipped with the skills that they need, and then students are exposed to rigorous content,” said Vandeven, who pointed out that a focus on professional development, coupled with an increase in rigor has led to “a tremendous increase in our AP scores, particularly with our African-American and Latino students” in Missouri.

And of course, representation matters. From teachers to administrators, Samuel said it is important to consider “How are we diversifying schools so that children not only see themselves, but we ensure that instructional bias is not there.”

Onus on higher ed to work together with K-12 system

“We have, quite frankly, a flattened high school graduate population,” Garcia said. And “the only way we’re going to fill the seats in our institutions is if we make sure that more students of color are graduating from high school with the skills they need to be successful.”

In many instances, he said, education is often viewed from a competitive framework — public four-year institutions compete against privates, and both compete against community colleges as resources and

eligible recruitment pools dwindle. And all of higher ed is sometimes guilty of viewing K-12 with something of a disdain because elementary and secondary schools still dominate the public funding conversations.

But Garcia said, “We’re all in this together; we’re not just competing for limited resources ... we all looked at it that way, in terms of competitors and not in terms of collaborators,” but now, collaboration across the educational enterprise is “critical to our ability to succeed in higher education.”

“For us, we need to know how well we’re doing in closing the achievement gap from early childhood education ... all the way through,” Lubbers said. “We need to know in a very specific way how well we’re doing campus by campus in closing” those gaps. “We know that we’re making progress, but the gaps are significant still.”

Vandeven added she’s been “Very inspired by the shift in thinking of the school leaders, where they used to think about my kids in my district in trying to get that diploma, the conversation has now shifted to our kids and our future and are they going to be successful for the future.”

Quad-City Times
Purdue University to buy Kaplan University, create NewU.
Deirdre Cox Baker
June 26, 2017

Purdue University, the only land-grant institution in Indiana, is in the process of buying Kaplan University, which has roots that trace back 80 years in Davenport.

The sale was announced in late April, but has been under review by the Indiana Commission for Higher Education, the U.S. Department of Education and the Higher Learning Commission, which accredits both universities.

The working title of what Purdue calls "the world's next public university" is NewU. Officials, led by Mitch Daniels, former Indiana governor and now president of Purdue, described the purchase as an effort to serve adult students who do not have a college degree, an estimated 92 million Americans in total.

"We will operate this new university with the same care and commitment to student success as we do the other campuses in the Purdue system," Daniels wrote online in a letter of explanation, "Welcome to the world's next public university.

Kaplan University has institutional operations and assets including 15 campuses and learning centers, 32,000 students and 3,000 employees, and decades of experience in distance education.

Two weeks ago, Purdue set tuition rates at \$39,600 for NewU students who are residents of Indiana. Tuition will be waived for Purdue faculty and staff family members.

A Purdue spokesman said students who reside in Iowa or Illinois will pay the tuition they currently pay at the Kaplan campus in Davenport. Tuition rates vary depending on the program, but a student pursuing a

bachelor of science degree in business pays \$5,109 per term, or \$664107 in total tuition to earn a degree, according to Kaplan's website.

While no one at the campus was available for comment, Steven White, a Kaplan spokesman based in Florida, confirmed the Davenport campus is part of the sale.

Kaplan's main campus in Iowa is in Davenport, White said, noting the school's historic origins, which include the former AIB business school.

According to Davenport city records, Kaplan rents the property from Piper Ventures LLC., Alpharetta, Georgia.

"This transaction has to pass several approvals before it is finalized," White said. "It's not a done deal, yet."

The process could take several months, according to Steve Kauffman, a spokesperson for the Higher Learning Commission, Chicago.

The Higher Learning Commission is reviewing the Change of Control application, and its final decision also will consider the U.S. Department of Education's pre-acquisition review.

Due diligence typically takes several months, Kauffman said in an email message.

For its part, Purdue has several published news releases online about the idea of NewU. It was created to address the need for post-secondary education for working adults, and to harness the explosive growth in online technologies.

All existing Kaplan students and faculty will transition to the new university.

Betty Vandenbosch, chancellor-elect of NewU, is president of Kaplan University, having joined the institution in 2008. She spoke at the first meeting of the NewU board of trustees.

"We are thrilled to be part of this journey with Purdue University and our trustees, she said, in a report on the university's website.

"It is an honor to be affiliated with Purdue, and I am confident that Kaplan's experience in online and on-ground education will provide significant new opportunities for Purdue as well," Vandenbosch said.

Kaplan is now located in Iowa, Indiana, Nebraska, Maryland, Maine, Missouri and Wisconsin. It's Concord Law School was the first to fully offer an online law degree.

NewU is not designed to require state appropriations but is to rely on tuition and fundraising to cover operating expenses.

The Flyer Group
Hoosier women in STEM pushing forward
Sue Loughlin
July 20, 2017

In her job as a process engineer with Hitachi High Technologies, Julie Hopkins is on the forefront of technology.

"I get to see the technology of the future and help research it," said the 29-year-old Hopkins, a Terre Haute native who graduated from both Rose-Hulman Institute of Technology and Ivy Tech.

She is a process engineer in the semi-conductor equipment division at Hitachi High Technologies America in Dallas. At Rose-Hulman, she double majored in chemical engineering and biochemistry [with molecular biology]. At the same time, she also graduated from Ivy Tech with a degree in liberal arts, with a nursing focus.

Initially, she planned to pursue a STEM occupation that tends to employ more women, such as biomedical or pharmaceutical. But her life took some twists and turns, and she ended up working with a major tech company developing processes for next-generation semiconductors.

"I am an inventor and I love being free to just use my brain to develop chemical mechanisms that change technology every single day," she said.

Hopkins also wants to serve as a role model to other young women and inspire them to go into STEM fields, and she recently visited Terre Haute to speak at a workshop for high school students.

"We're a little behind in rural Indiana," she said. Women who are successful in STEM need to go back and talk about the "cool" things they are doing, she said. "We need to show we're excited about what we do ... and take that flag and wave it around."

Women under-represented

Women remain underrepresented in the science and engineering workforce, although to a lesser degree than in the past, with the greatest disparities occurring in engineering, computer science and the physical sciences, according to the National Science Board.

Women make up half of the total U.S. college-educated workforce, but only 29 percent of the science and engineering workforce.

Female scientists and engineers are concentrated in different occupations than are men, with relatively high shares of women in the social sciences [62 percent] and biological, agricultural and environmental life sciences [48 percent] and relatively low shares in engineering [15 percent] and computer and mathematical sciences [25 percent].

Hopkins said her parents — both educators — always encouraged her, and when people have told her, "You can't do that," she's decided, with resolve, "I know I'm going to do it."

Hopkins believes one of the barriers for girls in STEM may come down to "women and machines," and girls too often not being encouraged to learn how machines work or how to use tools. If something breaks, dad, mom or whoever will be fixing something should encourage girls in the family to see how it's done, she said.

Rose-Hulman's Kay C Dee

At Rose-Hulman Institute of Technology, Kay C Dee, associate dean of learning and technology and professor of biology and biomedical engineering, has been selected as one of the 2017 Inspiring Leaders in STEM Award recipients from INSIGHT Into Diversity magazine.

The award honors professionals from underrepresented groups who have made a difference in the fields of science, technology, engineering and mathematics. Dee will be among 40 recipients featured in the September issue of the magazine.

She also served as interim head of the department of biology and biomedical engineering for two years, through July 1. She has helped bring more women into STEM and witnessed positive changes over the years, yet realizes there's still progress to be made.

Dee was a first-generation college student who "managed to scrape together enough scholarships and loans to pay tuition bills each year that were always higher than my [single] mom's annual salary," she wrote. She describes herself as a "proud Pell grant recipient."

She eventually chose to become a professor and one of her goals was to open doors to diverse groups in STEM fields. "I could see those doors needed to be wedged open," Dee said. At Rose-Hulman, biology and biomedical engineering department has about 50 percent female students and more than 50 percent of faculty are women.

She has some thoughts about getting more women into STEM fields.

What's key for younger girls is to build their confidence. Her daughter, who will soon turn age 8, is attending a Lego camp this summer and she's also been playing Minecraft [a Lego-style video game]. "I want her to have the confidence to choose whatever path she wants," Dee said. At the same time, her daughter is learning that "technology can be fun." At that age, making it fun is key.

Also, science and technology can be incorporated into crafts; for example, if a craft involves decorating a water bottle, add a simple circuit [using a watch battery and small LED lights] so the water bottle lights up.

Dee also finds girls tend to mature faster than boys, and consequently, compare — and judge themselves to others — earlier than boys. "In general, I've observed those who worry most about what someone else thinks tend to be unhappy people. Those who can say I'll do this because it's fun and makes me happy ... tend to be happier," Dee said.

Dee believes there have been positive inroads, including at Rose. "In my department in particular, and overall at Rose-Hulman, many of us have that inclusive goal. I think we've managed to do some good things."

At the same time, there's work to do. About three weeks ago, Dee was in her office at her desk, and someone walked in and said, "We're here to see Dr. Dee." She told the person, who assumed Dr. Dee was male, "I'm Dr. Dee." She believes that person experienced a "powerful learning moment."

STEM in Indiana

According to the Indiana Commission for Higher Education, in the next decade the U.S. will need to fill about 2 million engineering and computing jobs. "With women underrepresented in many STEM fields, we're not prepared to fill those gaps. ... And, without exposing more young women to STEM-related opportunities, we run the risk of missing that next big discovery or new innovation that can literally change everything... here in Indiana and around the world."

Colleges are stepping up to encourage more women to explore and enter STEM fields.

They are asking female students and faculty members to visit local middle schools to talk about STEM careers; hosting high school camps for girls; making sure women are included in marketing materials for STEM programs; and offering tutoring programs that match upperclass female students with incoming freshmen.

Indiana has seen an increase in women studying STEM fields in college, the Commission reports.

In 2016, 1,607 of the bachelor's degrees awarded in STEM fields were earned by women; the total number of STEM bachelor's degrees in 2016 was 5,080.

Since 2011, there has been a 18 percent increase in the number of Hoosier women earning any credential in a STEM field – from short-term certificates to post-master's certificates. [Statistics are for resident students at public 2-year and 4-year colleges].

CHE initiatives to support STEM and other high-demand areas include:

- **Work-based Learning:** The EARN INDIANA work-study program provides paid internships for economically disadvantaged Hoosier college students with both public and private employers.
- **Performance Funding:** The Commission has created incentives for research universities to produce STEM graduates through the state's performance-based funding formula.
- **Teacher Recruitment:** It's helping to recruit and develop new K-12 teachers in STEM through Indiana's STEM Teacher Recruitment Grant.

Inside Indiana Business
Indiana College Graduation Rates Rising
Alex Brown
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A new report from the Indiana Commission for Higher Education says the state is continuing to see more students earning post-secondary degrees and graduating on time. The 2017 College Completion Report shows Indiana's on-time graduation rates have risen by more than 11 percent over the past five years.

The report shows Indiana's four-year campuses have seen a 10 percent improvement in on-time graduation rates, while two-year campuses have improved by about 6 percent. The commission says Indiana University East, Purdue University in West Lafayette, Ball State University, the University of Southern Indiana and IU Kokomo saw the biggest improvements among Hoosier institutions.

"We're encouraged that recent state policy reforms combined with the ongoing efforts of our campuses are having a clear impact in helping more students complete college," said Indiana Commissioner for Higher Education Teresa Lubbers. "These are stubborn numbers to move, but we must accelerate our rate of improvement to close the achievement gap and meet Indiana's goal of 60% of Hoosiers completing education beyond high school by 2025."

The commission says while the completion gap for minority students is closing, the rate of improvement must increase in order for the state to meet its goal of closing the gap entirely by 2025. The report shows minority students and those involved in the 21st Century Scholars program have seen the most improvement in on-time graduation.